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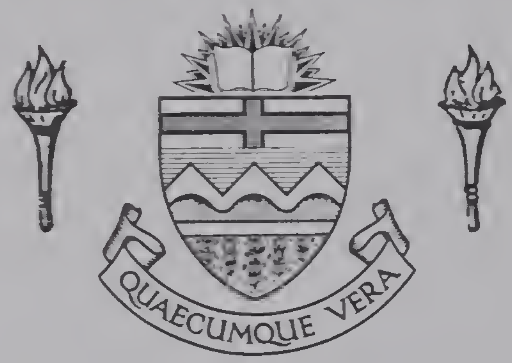

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STUDENT PARTICIPATION IN CLASSROOM DECISION MAKING

by

© WILLIAM HENRY WHEATLEY

A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Student Participation in Classroom Decision Making" submitted by William Henry Wheatley in partial fulfilment of the requirements for the degree of Master of Education

ABSTRACT

The purposes of this study were (1) to describe the participation in classroom decision making perceived and preferred by high school students, (2) to determine whether perceived participation in classroom decision making was statistically related to high school students' affect toward classroom and satisfaction, and (3) to determine whether there were differences in perceived and preferred participation in classroom decision making among high school students classified by selected predictor variables.

Student participation was conceptualized as the extent to which high school students, in relation to the teacher, make classroom decisions. Classroom decisions were considered to be of four types: Curriculum Inputs, Physical Environment decisions, Curriculum Processes and Social Environment decisions.

The sample consisted of 733 students from two urban high schools. The two schools represented the extremes of the school climate dimension in the system from which the sample was drawn. Bevan's Student Opinion Questionnaire was the instrument used. The SOQ measured perceived and preferred participation, affect toward classroom and satisfaction, and obtained background information.

High school students' preferred participation in classroom decision making was found to be greater than their perceived participation. Students perceived that Curriculum Inputs, Physical Environment decisions and Curriculum Processes were decided mostly by the teacher, and that Social Environment decisions were decided equally by teacher

and students. Students preferred that Curriculum Inputs and Curriculum Processes be decided equally by teacher and students, and that Physical and Social Environment decisions be decided mostly by students.

Students were found to perceive and prefer their participation to vary with different types of classroom decisions. They perceived and preferred greatest participation in Social Environment decisions, less in Physical Environment decisions, less still in Curriculum Processes and least participation in Curriculum Inputs.

Greater perceived participation in Curriculum Inputs and Physical and Social Environment decisions was found to be associated with a more positive affective orientation toward the classroom. Greater perceived participation in Curriculum Inputs and Social Environment decisions was found to be associated with higher levels of satisfaction with relations with the teacher.

Perceived participation was found to be related to school climate, teacher and grade level but independent of sex, program, achievement and socioeconomic status. Preferred participation was found to be related to school climate, teacher and program but independent of sex, age, achievement in English and socioeconomic status.

The findings of the study suggest that (1) teacher control is a general characteristic of present classroom practice, (2) students desire a classroom situation characterized by mutual control, (3) participation has a positive effect on students' affective orientation toward their classroom as well as on their satisfaction with relations with their teacher, and (4) both school climate and the individual teacher are important variables in relation to student participation in the classroom.

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Chapter 1

INTRODUCTION

Statement of the Problem

The purposes of this study were (1) to describe the participation in classroom decision making perceived and preferred by high school students, (2) to determine whether perceived participation in classroom decision making was statistically related to high school students' affect toward classroom and satisfaction, and (3) to determine whether there were differences in perceived and preferred participation in classroom decision making among high school students classified by selected predictor variables.

Specific statement of the problem. Specifically, this study investigated the following subproblems:

1. Is high school students' preferred participation in classroom decision making greater than their perceived participation?

2. Do high school students' perceived and preferred participation in classroom decision making vary with different types of classroom decisions?

3. Are there differences in perceived participation in classroom decision making among students classified by (1) affect toward classroom and (2) satisfaction?

4. Are there differences in perceived participation in classroom decision making among students classified by: school climate, sex, grade, age, program, teacher, achievement and

socioeconomic status?

5. Are there differences in preferred participation in classroom decision making among students classified by: school climate, sex, grade, age, program, teacher, achievement and socioeconomic status?

Definition of Terms

Classroom decision making. Classroom decision making refers to the decisions contained in the instrument used in this study (Appendix A). These decisions were defined to be of four types as follows:

1. Curriculum Inputs. These are decisions regarding topics, materials and assignments.

2. Physical Environment decisions. These are decisions regarding the physical movement of students and their joining in class discussion.

3. Curriculum Processes. These are decisions regarding the duration, type, and sequence of learning activities.

4. Social Environment decisions. These are decisions regarding interaction between student and teacher, among students, and between teacher and class.

Student participation. Student participation refers to the extent to which high school students, in relation to the teacher, make classroom decisions. It is considered to be a continuum varying from a high degree of student participation, in which decisions are made almost entirely by students, to a low degree of student participation,

in which decisions are made almost entirely by the teacher. It is defined in terms of five degrees along this continuum. In decreasing order, the five degrees of student participation are:

1. Decisions made almost entirely by the student.

2. Decisions made mostly by the student, but with some help from the teacher.

3. Decisions made equally by student and teacher.

4. Decisions made mostly by the teacher, but with some help from the student.

5. Decisions made almost entirely by the teacher.

Perceived participation. Perceived participation refers to high school students' perceptions of the degree to which they actually participate in classroom decision making. It is defined as high school students' perceptions of the degree to which they, in relation to the teacher, actually make classroom decisions.

Preferred participation. Preferred participation refers to high school students' perceptions of the degree to which they should participate in classroom decision making. It is defined as high school students' perceptions of the degree to which they, in relation to the teacher, should make classroom decisions.

School climate. School climate refers to the humanistic-custodial dimension of pupil control practices in schools (Bevan, 1970, p. 8). An open-climate school is defined as one in which school management practices are democratic, liberal, student oriented, and loosely structured insofar as rules for student behavior are concerned.

A closed-climate school is defined as one in which school management practices are basically authoritarian, conservative, school-oriented, and highly structured insofar as rules for student behavior are concerned.

Affect toward classroom. Affect toward classroom refers to a student's general affective orientation toward his classroom. It is defined as the degree to which the student views his classroom positively.

Satisfaction. Satisfaction refers to a student's liking for specific aspects of his role in the classroom. It is defined as a student's liking for relations with other students in the classroom, for relations with his teacher, for the evaluation he has received, and for the quality of work he has done.

Significance of the Study

Student participation in decision making is widely discussed as an aspect of solutions to problems faced by contemporary schools. The various proposals for student participation are broadly based on theory which has a long research tradition and which has found considerable application in the practice of administration.

However, the applicability of participation to the classroom context has to be established largely by analogy. Available information on participation generally pertains to teachers, workers in industry and other adult roles. A wealth of information regarding the student-teacher relationship and student characteristics is of assistance in this argument by analogy but does not eliminate its

problematic character. This study was intended to make a contribution to this complex problem by providing some systematic information pertaining to high school students' perceptions and preferences regarding student participation in classroom decision making.

Assumptions

The following assumptions were made for the study:

1. Students had perceptions regarding decision making in the classroom which enabled them to appropriately complete the instrument.

2. Responses to the instrument provided a valid measure of the variables used in the study.

Delimitations

The study was delimited in the following ways:

1. It considered only high school students.

2. Classrooms in only one subject area were included. This subject area was English.

3. Student participation was examined for classroom decision making only. Student participation in decision making in other areas of the school was not investigated.

4. Only the perceptions of students were examined. The study did not include the perceptions of teachers or significant others.

Limitations

The following limitations apply to the findings of the study:

1. Classroom decision making was limited to the areas measured by the instrument. While the items represented a broad subset of decisions in the classroom, they were not exhaustive. For

example, no items referred specifically to evaluative practices.

2. The samples from the two schools used in the study were not random samples. This point has two important implications. First, it brings into question the representativeness of the findings. Second, it limits the control of extraneous variance achieved in examining correlates of students' perceived and preferred participation. The use of replication in the study mitigates, but does not completely compensate for, these two factors.

3. The study did not investigate the interaction effects of the various classification variables. Consequently the study provides information only about the relation of students' perceived and preferred participation to the classification variables taken individually. It provides no evidence regarding differences that may occur when these variables interact.

Organization of the Thesis

This chapter has introduced the research problem, presented the definition of important terms and stated the assumptions, delimitations and limitations of the study.

Chapter 2 reviews the literature related to the research problem and contains a statement of the hypotheses formulated for the study.

Chapter 3 discusses the methodology of the study. This discussion includes a description of the instrumentation, the sample and data collection procedures, and the methods of data analysis.

Chapters 4, 5, 6 and 7 present the findings of the study as well as the evidence on which they were based. The findings related

to the first two subproblems are presented in Chapter 4. The findings related to the third, fourth and fifth subproblems are presented in Chapters 5, 6 and 7 respectively.

Chapter 8 contains a summary of the study, a statement of the conclusions drawn, a discussion of implications and some suggestions for further research.

Chapter 2

RELATED LITERATURE

Member Participation and Motivation

Broadly conceived, participation is a means of expanding the influence of members of an organization by involving them in decision making. Tannenbaum refers to this feature of influence through decision making in the following way:

> . . . the character of participation can vary widely. It may imply nothing more than a lone supervisor who considers the feelings and ideas of his men before making decisions, or it may refer to a formal and pervasive system of delegation that involves substantial influence for subordinates. Group meetings, for the exchange of ideas and the exercise of influence, may also be part of the process. But, essentially, it is a matter of some degree of control by subordinates over work-related matters (1966, p. 98).

Katz and Kahn, after also recognizing that there are degrees and types of participation, define it in essentially the same way:

> We refer . . . [to participation as] the engagement of the individual in the system so that he is involved in decisions which affect him as a system member (1966, p. 381).

Expanding the influence of organization members through participation can be viewed as one solution to problems created by the use of authority in organizations (Tannenbaum, 1966, p. 85). It is a solution that is considered to have certain desirable consequences: it promotes organizational effectiveness and at the same time is particularly effective in creating a work environment that is psychologically rewarding to members (Tannenbaum, 1966, p. 94). In this section member participation will be discussed by elaborating these points. Doing so will involve discussing participation as a

means of motivating members, and illustrating the claim that it is a means that is desirable from the point of view of both the organization and the individual member.

When the use of authority is said to create problems, authority is being referred to in the sense of its use as a basic means of motivating, or obtaining appropriate behavior from, organization members. Tannenbaum makes this point in the following manner:

> . . . the formal right to exercise control (authority) does not always lead to the actual exercise of that control. A basic question, then, is how to convert formal authority into effective control. What, in other words, makes authority work? The traditional answer to this question has been "legitimacy," the right to exercise control, buttressed by coercion and its counterpart, reward. Persons in authority are in the position to hire or fire, to promote or demote, to raise or lower wages. These are the traditional bases of power or of control in organizations (1966, p. 85).

For Tannenbaum, then, the use of authority refers to supervisors attempting to obtain desired performance from members by relying primarily on organizationally defined rights enforced through sanctions and accompanied by the use of rewards.

Katz and Kahn draw a distinction between the use of authority and the use of rewards as motivational bases in organizations. They consider authority to rely only on individual member's ". . . generalized acceptance of all relevant legal norms . . . (1966, p. 341)" and the accompanying ". . . external force which can be mobilized to compel obedience . . . (1966, p. 341)." In other words, when authority is used members ". . . meet organizational requirements because it is their duty to obey, and because they will run afoul of organizational law if they do not (Katz and Kahn, 1966, p. 345)." They consider rewards, on the other hand, to motivate through their instrumentality

(1966, p. 344). Members perform organizationally appropriate behavior as a means to an end: role behavior itself may be unrelated to the satisfaction of members' needs but is instrumental in obtaining things which do relate to need satisfaction. Embodied in such a distinction is the view that organizations use several bases of motivation but rely primarily on one. Thus, for Katz and Kahn the use of authority refers to an organization relying basically on legal prerogatives and sanctions as a means of obtaining desired member behavior. Rewards and other possible forms of motivation may be used but are subsidiary. This is substantially the point made by Tannenbaum above.

When authority is used as the major method of motivation in an organization certain consequences dysfunctional for the organization are considered to result. Tannenbaum (1966, p. 54) describes them as (1) an actual reduction in the motivation of many members, (2) less effective control and coordination in the organization, and (3) increased opposition among members to the organization and its leaders. All have a negative effect on organizational performance.

Katz and Kahn provide a similar description of the consequences of using authority as a means of motivation. They consider three kinds of member behavior to be required for organizational effectiveness, and describe the use of authority as having only limited utility in promoting certain of these behaviors and as decreasing the likelihood of obtaining certain others (Katz and Kahn, 1966, pp. 336-352; Katz, 1964). The member behaviors required for organizational effectiveness are (1) joining and staying with the organization, (2) dependable role performance, and (3) spontaneous and innovative behaviors which are not formally part of role

> However, the formal work organization is not ordinarily designed with the members' self-interest in mind (1966, p. 32).

Participation, in contrast with the use of authority, is considered to recognize the psychological needs of members and to facilitate their satisfaction. Katz and Kahn make this point by relating participation to a third basis of motivation (1966, p. 345). In addition to the use of authority and the use of rewards, an organization can motivate its members by psychologically involving them in their jobs and/or the organization. This form of motivation relies on providing members with the opportunity to perform, as part of their role in the organization, activities which they find rewarding in themselves. Consequently, members derive gratification ". . . directly from the behavioral expressions of the role (Katz and Kahn, 1966, p. 345)." They perform the activities required for organizational functioning because they find it intrinsically satisfying to do so. The activities themselves provide psychological return to members by promoting self-determination, self-expression, value-expression and self-idealization (Katz and Kahn, 1966, p. 345).

Such psychological return may be gained in either of two ways (Katz and Kahn, 1966, p. 345). It may derive from the performance of the job itself, in which case the motivation involved is referred to as identification with the job or occcupation. It may also derive from internalization of the organization's purposes and values, in which case the motivation involved may be referred to as either internalization of organizational goals or identification with the organization.

Both identification with the job and identification with the organization may be promoted in an organizational setting by a number

of conditions (Katz and Kahn, 1966, pp. 363-367). But a condition pertinent to both is member participation in decision making. With regard to job identification, participation promotes the autonomy element necessary for deriving satisfaction from the job. It assists in creating conditions in which the member is able to derive gratification ". . . from accomplishment, from the expression of his own abilities, from the exercise of his own decisions (Katz and Kahn, 1966, p. 363)." With regard to identification with the organization, participation promotes value internalization. It assists in creating conditions in which ". . . the individual can regard the group as his, for he in fact has helped to make it (Katz and Kahn, 1966, p. 367)."

Since internalized motivation is highly effective, participation has positive consequences for the organization as well as for the member. With regard to required organizational behaviors, it can be expected to decrease absenteeism, reduce turnover, promote high performance, and be conducive of spontaneous and innovative behaviors (Katz and Kahn, 1966, pp. 363-365). These positive outcomes are described in terms of various variables in the literature on research on participation. Oliva provides a summary of some of them as follows:

> . . . in a general way, participation tends to have a positive effect on such things as morale, attitudes, attendance, turnover, acceptance of change, and increasing the likelihood of behavioral change (1968, p. 49).

Massé similarly summarizes them as:

> . . . understanding and acceptance of decisions, member's identification with institutional purposes and programs, less resistance to change, higher level of productivity, higher morale and satisfaction, more serene atmosphere (1969, p. 39).

Participation has been considered as a motivation pattern that promotes organizational effectiveness through providing for the

psychological needs of members. The desirable quality of apparent outcomes of participation and the congruence of its value orientation with educational goals make it attractive for the classroom situation. However, theory and research on member participation has been largely concerned with adult roles in business, industrial and educational organizations. Consequently, in relation to students in classrooms such theory and research serves only as a model (Massé, 1969, pp. 31-32). The isomorphism of this model to the phenomena of the classroom can not be assumed but must be established through empirical investigation. In this process the model, however, is of great assistance. It indicates questions that are to be asked. In the following three sections of this chapter, the model, literature pertaining to member participation in organizations, will be used to raise several such questions with regard to student participation in classroom decision making.

Preferred Participation Greater Than Perceived Participation

Tannenbaum acknowledges the dependence of the positive outcomes of participation on members wanting to be influential in their organizational roles (1966, p. 98). Thus, one condition to be satisfied for participation to work is that members must be willing to participate in decisions (Bridges, 1967, p. 51).

With regard to this point research has found that ". . . many groups . . . in organizations want more chance to participate in making decisions that affect their activities and opportunities (Dill, 1964, p. 213)." Tannenbaum considers such research to support a generalization to the effect that organization members prefer greater

participation in decision making:

> . . . the exercise of control is a positive value for most organization members. While individual differences certainly exist, organization members generally prefer exercising influence to being powerless. Research consistently shows that the average organization member (as well as the average officer) is more likely to feel that he has too little authority in his work than too much (1968, p. 307).

Studies of teacher participation in various aspects of decision making in schools are congruent with such a generalization (Sharma, 1955; Simpkins, 1967; Massé, 1969; Hawley, 1969).

Consequently, a question to be raised in connection with student participation in classroom decision making is whether high school students want to participate to a greater extent than they perceive themselves to participate.

Available evidence suggests that they do. In the late 1950's Gregg (1957) reported that existing studies showed that students wanted a more active role in decisions in the school. In a recent study Deiseach (1969) found that first year education students, all of whom had just graduated from high school the previous year, endorsed the view that high school students should be active and influential in the school through participation in decisions, engaging in criticism and challenge, and having personal autonomy.

Expressions of a desire for increased freedom to plan and execute their own studies are common in the concerns expressed by more active students (Zirnhelt, 1968; Edmonds, 1969; Gibbons, 1969). The nature of the adolescent subculture leads one to expect a certain generalization of these concerns among students. As described by Friesen, the adolescent subculture performs:

> . . . with considerable power in the schools of the nation.

> It also facilitates the dissemination of new ideas or alternatives. In other words, the rather small activist groups can become very influential because they are members of the sub-culture, and their ideas may be accepted as specialities in their groups . . . (1969, p. 28).

MacKay's view that ". . . a wide-spread movement toward increased student power is beginning to have its effects on pupils (1969, p. 9)" supports the idea of such a generalization.

Certain characteristics of the classroom appear to be analagous to the situation in which organization members usually express a decided preference for increased participation. Tannenbaum (1966, p. 40) reports that there are definite differences in discrepancies between perceived and preferred degrees of participation among members at different hierarchical levels. Members at lower levels indicate a preference for considerably increased participation, while for members at upper levels there is less of a discrepancy between the extent to which they prefer to participate and the extent to which they perceive themselves to actually participate. Tannenbaum (1966, pp. 39-45) identifies three interrelated factors associated with these differences. The authority, status and skill of lower level positions are low. For higher level positions authority, status and skill are high. In consequence low level members face a situation in which authority is used extensively to regulate their behavior. Literature on the school, the classroom and the teacher-student relationship suggests that students are in a somewhat analogous position.

Bidwell (1965) argues that the "punishment centred" description of school organization must be modified to a conception of representative bureaucracy with regard to teachers, but his analysis uncovers no factors that indicate it must be altered for students as

well. Willower (1965) reports that orientations toward the control of pupils can be used as an integrative theme in understanding educators' behavior and hypothesizes that, among educators, teachers will be most favorably disposed to the use of external, or punitive, controls. F. E. Katz (1964) describes pupils as having limited autonomy vis à vis the teacher and teachers, on the other hand, as having extensive autonomy vis à vis pupils. Anderson (1967) suggests that school administrators invest little authority in their instructional staff so that teachers in turn have little authority to invest in students, and while such a suggestion draws attention to organizational factors influencing teachers, the implication for the relative status of teacher and students concurs with previous views.

Statement of hypothesis. By analogy from literature pertaining to member participation in business, industrial and educational organizations, it has been argued that a question to be asked regarding student participation in classroom decision making is whether students prefer to participate to a greater extent than they perceive themselves to participate. Certain evidence has been presented which indicates the answer to this question can be expected to be in the affirmative. Accordingly, the following hypothesis is proposed:

Hypothesis 1: High school students' preferred participation in classroom decision making is significantly greater than their perceived participation.

Varying Participation for Different Types of Decisions

Literature on member participation indicates that the type of decision has to be considered as an aspect of whether and how much

members want to participate. Bridges cites Barnard's concept of a "zone of indifference" in this regard (1967, p. 51-52). The concept signifies that subordinates distinguish between decisions which they feel to be the responsibility of the supervisor and decisions which they feel to be their own responsibility. It implies not that employees form two discrete categories for decisions but rather that they do see certain decisions as clearly their own responsibility, others as clearly the supervisor's responsibility, and a series of gradations between. With regard to participation, the implication is that members' desire to participate will depend on the relation of the decision to their "zone of indifference." For decisions clearly within their zone of indifference they will exhibit little, if any, desire to participate; but as decisions move away from this zone their desire to participate will increase.

Research among teachers has generally indicated that teachers' preferences for participation do vary with different types of decisions. Bridges (1967, p. 51) cites studies by Chase and himself which indicated that teachers' preferences for participation were not uniform for all decisions. Studies by Sharma (1955), Simpkins (1968), Hawley (1969) and Massé (1969) support the idea that teachers want different degrees of participation for different decisions.

Statement of hypotheses. Analogy to member participation in organizations indicates that the type of decision is a factor to be considered in connection with student participation in classroom decision making. To investigate the question of whether students' preferences vary with different types of classroom decisions, and to

be able to compare any such variation with the situation students perceive, the following hypotheses are proposed:

Hypothesis 2: No significant difference exists in high school students' perceived participation among different types of classroom decisions.

Hypothesis 3: No significant difference exists in high school students' preferred participation among different types of classroom decisions.

Perceived Participation, Student Satisfaction and Identification with the Classroom

Two claims that are prominent in the literature on member participation, and implied by the theoretical discussion at the beginning of this chapter, are that participation promotes member satisfaction and identification with the organization.

Tannenbaum summarizes the literature relating participation and satisfaction as follows:

> The most consistent correlate of the control or influence variables reported in the literature has been satisfaction . . . . Thus a typical conclusion is that individuals who have relatively high control over their jobs are more satisfied with their jobs than individuals with lower control (1968, p. 241).

With regard to the relation between participation and identification with the organization, Tannenbaum concludes that participation ". . . increases the identification of members with the organization (1966, p. 99)."

Bridges, in reviewing findings from studies by Chase, Sharma and himself, arrives at a similar conclusion regarding the relation between participation and teacher satisfaction and identification with the school:

> Taken together, these three studies conducted in educational settings lend weight to the position that participation does increase a teacher's level of satisfaction in teaching, his

> enthusiasm for the school system where he works, and his positive attitudes toward the principal (1967, p. 51).

Statement of hypotheses. The literature on member participation in organizations suggests that two questions to be raised regarding student participation in classroom decision making are whether (1) there is a relationship between perceived participation and student identification with the classroom, and (2) there is a relationship between perceived participation and student satisfaction. To research these questions the following hypotheses are proposed:

Hypothesis 4: No significant difference exists in perceived participation in classroom decision making among high school students classified by affect toward classroom.

Hypothesis 5: No significant difference exists in perceived participation in classroom decision making among high school students classified by level of satisfaction.

Perceived and Preferred Participation and Classification Variables

Two additional hypotheses proposed to investigate selected situational and personal variables as predictors of students' perceived and preferred participation are the following:

Hypothesis 6: No significant difference exists in perceived participation in classroom decision making among high school students classified by: school climate, sex, age, grade, program, teacher, achievement and socioeconomic status.

Hypothesis 7: No significant difference exists in preferred participation in classroom decision making among high school students classified by: school climate, sex, age, grade, program, teacher, achievement and socioeconomic status.

Summary of Hypotheses

Seven hypotheses regarding student participation in classroom decision making were proposed in this chapter. A summary statement of

these hypotheses follows.

Hypothesis 1: High school students' preferred participation in classroom decision making is significantly greater than their perceived participation.

Hypothesis 2: No significant difference exists in high school students' perceived participation among different types of classroom decisions.

Hypothesis 3: No significant difference exists in high school students' preferred participation among different types of classroom decisions.

Hypothesis 4: No significant difference exists in perceived participation in classroom decision making among high school students classified by affect toward classroom.

Hypothesis 5: No significant difference exists in perceived participation in classroom decision making among high school students classified by level of satisfaction.

Hypothesis 6: No significant difference exists in perceived participation in classroom decision making among high school students classified by: school climate, sex, age, grade, program, teacher, achievement and socioeconomic status.

Hypothesis 7: No significant difference exists in preferred participation in classroom decision making among high school students classified by: school climate, sex, age, grade, program, teacher, achievement and socioeconomic status.

Chapter 3

METHODOLOGY

INSTRUMENTATION

The instrument used in the study was Bevan's Student Opinion Questionnaire (Bevan, 1970). The SOQ was developed by Bevan for use in a study, conducted in a western Canadian city, which investigated high school students' need for independence in the classroom. In addition to subscales which measured students' perceived and preferred participation in classroom decision making, the SOQ contained subscales which measured students' affect toward their classroom and their satisfaction. It also contained a section which collected background information on students. Items in the SOQ were derived mainly from Thelen's Classroom Dynamics Questionnaire (1967, pp. 212-213), Bevan's personal experience as a teacher and administrator, and interviews conducted with high school students.

This section provides a brief description of each of the subscales and presents information regarding their reliability. A copy of the instrument is provided in Appendix A. Further information regarding the development and description of the instrument is provided by Bevan (1970, pp. 167-176).

Perceived Participation Subscale

The Perceived Participation subscale was used to obtain the perceptions of students with respect to the degree that they actually

participated in classroom decision making. For each of twenty-two decision items students were asked to specify one of five responses indicating the extent to which they, as opposed to the teacher, made the decision. These five responses, defined in Chapter 1 as degrees of participation, were: (1) decision made almost entirely by the teacher, (2) decision made mostly by the teacher but with help from the student, (3) decision made equally by the teacher and the student, (4) decision made mostly by the student but with help from the teacher, and (5) decision made almost entirely by the student.

Factor analysis. Factor analysis was used to identify a small number of factors by which to describe the classroom decisions represented by the twenty-two items. Responses obtained to the Perceived Participation subscale in a pilot study were factor analyzed by Bevan. The results of this factor analysis are presented in Table 1. Four factors which accounted for 42.5% of the total variance on the twenty-two items were identified. The names given these factors, a generalized description of each factor, and the specific decisions contained within each factor (Table 2) follow:

Factor 1. Curriculum Inputs--Decisions regarding topics, materials and assignments. Specific decisions pertained to text used, A-V materials, topics from text, topics for class discussion, topics for oral reports, amount of homework, topics for essays and assignment deadlines.

Factor 2. Physical Environment--Decisions regarding the physical movement of students and their joining in class discussion. Specific decisions pertained to changing seats, going to the washroom,

Table 1

Varimax Rotation Four Factor Analysis
Perceived Participation
(n = 203)

Item	Communalities	Factor 1	Factor 2	Factor 3	Factor 4
1	.392	.208	.591	.018	-.012
2	.428	.081	.645	.070	.025
3	.596	.131	.753	.053	.101
4	.552	.046	.723	.168	.001
5	.359	.143	.552	-.057	.174
6	.299	.435	-.094	.257	-.185
7	.267	.303	-.015	.407	.096
8	.332	.554	.146	.058	-.012
9	.441	.638	-.034	.144	.109
10	.560	.074	-.032	.744	-.019
11	.693	.000	.093	.819	.120
12	.568	.115	.278	.670	.169
13	.306	.082	.251	.263	.409
14	.476	.596	.189	.077	.282
15	.348	.323	.154	.071	.464
16	.527	.006	.129	-.143	.700
17	.267	.011	-.109	.089	.497
18	.428	.553	.160	.011	.310
19	.318	.523	.200	.002	-.068
20	.302	.459	.049	.161	.250
21	.528	.089	.051	.165	.700
22	.356	.547	.230	-.060	.013
	9.342	2.667	2.550	2.133	1.992
Percent of common variance					
	100.000	28.549	27.296	22.832	21.323
Percent of total variance					
	42.463	12.123	11.591	9.695	9.054

Table 2

Decision Items Within Each Type of Classroom Decision

Curriculum Inputs

6. What texts are used in your English class?
8. Which records, tapes, films, and filmstrips are used in class?
9. What topics or selections are studied from your present English text?
14. What topics are discussed in class?
18. What topics you will report on orally to the class?
19. How much homework is assigned?
20. What essay topics you write on?
22. When assignments or reports are to be ready?

Physical Environment

1. Whether you may change to another seat?
2. When you may go to the washroom?
3. When you may go to your locker?
4. When you need to go to the library?
5. When you may speak in class?

Curriculum Processes

7. How much time you spend on a particular topic or text?
10. What type of learning activity you will engage in next in class?
11. What kinds of learning activities are appropriate for you?
12. Whether, and under what conditions, you work by yourself?

Social Environment

13. Whether you may ask for, or receive, help from another student?
15. With whom you will work on group projects?
16. Whose opinion prevails when there is a difference of opinion during class discussions?
17. Whether you should come back after class for extra help?
21. What conclusions are drawn from class discussions?

going to a locker, going to the library and speaking in class.

Factor 3. Curriculum Processes--Decisions regarding the duration, type and sequence of learning activities. Specific decisions pertained to time per topic, type of class learning activity, appropriateness of individual learning activity and whether a student worked by himself.

Factor 4. Social Environment--Decisions regarding interaction between student and teacher, among students and between teacher and class. Specific decisions pertained to getting help from another student, with whom a student would work, whose opinion would prevail when there was a difference of opinion during class discussion, coming back for extra help after class and what conclusions would be drawn from class discussion.

Preferred Participation Subscale

The Preferred Participation subscale was used to obtain the perceptions of students with respect to the degree to which they preferred to participate in classroom decision making. It contained the same twenty-two decision items as the Perceived Participation subscale. For each of these items students were asked to specify the extent to which they, as opposed to the teacher, should make the decision. Responses provided were again the five degrees of participation as defined in Chapter 1.

Affect Toward Classroom Subscale

The Affect Toward Classroom subscale was used to obtain a general measure of each student's affective orientation toward his English classroom. This scale was unidimensional and evaluative in

content (Bevan, 1970, p. 57). The higher a student scored on it the more positive was his rating of his English classroom.

In form, the scale was a semantic differential with twenty pairs of bipolar adjectives. For each pair of bipolar adjectives the student was asked to indicate which of seven possible responses best described his attitude toward his English class. Each response was scored from one to seven with the higher weighting indicating a more positive attitude. Scores were summed over the twenty pairs of bipolar adjectives to obtain a student's affect toward his English classroom.

Satisfaction Subscale

The Satisfaction subscale consisted of four Likert-type items measuring a student's satisfaction with his relations with his English teacher, his relations with other students in the classroom, his grades in English, and the quality of work he was doing in English. For each item students were asked to choose from six responses ranging from highly satisfied to highly dissatisfied. The higher a student's score on an item the greater was his satisfaction.

Background Information Section

Information with regard to selected personal variables was obtained through the use of the Background Information section. This information was used to provide a description of the sample and to investigate the relationship between students' perceived and preferred participation and selected variables. The subscale collected information regarding the age, sex, grade, program, overall achievement, achievement in English, and socioeconomic status of each student.

Reliability

Estimates of reliability were obtained for four of the subscales. The exception was the Background Information section. No measure of its reliability was made.

Measures of test-retest stability and internal consistency were used to determine the reliability of the Perceived Participation subscale, the Preferred Participation subscale, the Affect Toward Classroom subscale and the Satisfaction subscale (Bevan, 1970, pp. 60-65). The results obtained are summarized below.

Test-retest stability. The stability coefficients for the four subscales were as follows:

Perceived Participation subscale:	0.79
Preferred Participation subscale:	0.78
Affect Toward Classroom subscale:	0.81
Satisfaction subscale:	0.90

Internal consistency. Two measures of internal consistency were used. These were item-subscale intercorrelations and item intercorrelations. Item-subscale intercorrelations were obtained for only the Perceived Participation subscale. Each item was correlated with the factor within which it fell. The obtained correlations varied from 0.114 to 0.656 with all but three falling within the range 0.30 to 0.80. Reliability coefficients from item intercorrelations were calculated for two of the subscales. Coefficients of 0.81 and 0.91 were obtained for the Perceived Participation and Affect Toward Classroom subscales respectively.

When compared to the 0.50 to 0.60 range described by Nunnally

(1967, p. 226) as satisfactory for early stages of research, the obtained measures of reliability were considered to have provided adequate evidence for the reliability of the subscales.

SAMPLE AND DATA COLLECTION

Sample

The study used a sample of high school students selected by Bevan (1970, pp. 41-44). The major characteristics of the sample are summarized as follows:

1. The sample was drawn from English classes in two public high schools in a western Canadian city. The two schools represented the extremes of the open-closed climate dimension among the high schools in that school system as determined by principals' responses to a questionnaire pertaining to pupil control practices. The school with the least open climate was designated as School A, and the school with the most open climate as School B.

2. Within each school a sample of English classes was chosen in consultation with the vice-principal and head of the English department. Classes were selected to obtain a distribution of students by sex, grade and school program that was roughly proportional to that of the school's population.

3. In School A the final sample consisted of 428 students in sixteen English classes taught by ten different teachers. Students enrolled in the matriculation program predominated in the sample as they did in the school population. The 428 students represented a 91.0% sample of the students enrolled in the sixteen classes, and a 20.7% sample of the 2067 students registered in School A at the time

of data collection.

4. In School B the final sample consisted of 305 students in twelve English classes taught by eight different teachers. While the majority of students in the sample were registered in the matriculation program, the larger range of programs in School B were reflected in the sample. The 305 students represented a 76.6% sample of the students enrolled in the twelve classes, and a 13.2% sample of the 2315 students registered in School B at the time of data collection.

The distribution of students within each school by sex, age, grade, program, and other classification variables is presented in Table 3.

Data Collection

The procedures employed in the collection of the data are summarized as follows:

1. The SOQ was administered to students during regular class periods over a two week interval late in the fall of 1969. No subsequent attempt was made to obtain responses from students who were absent from their English classes at the time the SOQ was administered. In School A only forty students, 8.4% of those enrolled in the sixteen classes, did not complete the SOQ. In School B responses for ninety students, 22.6% of those enrolled in the twelve classes, were not obtained.

2. Students recorded their responses to the SOQ on the questionnaire itself. Anonymity was maintained. Students were not asked to identify themselves.

3. Questionnaires were coded as a preliminary to the

Table 3

Distribution of Students by Classification Variables

Classification	Number of Students		Classification	Number of Students	
	School A	School B		School A	School B
Sex			SES		
Male	203	163	High	130	50
Female	225	142	Average	235	171
Age			Low	63	84
14 or under	39	21	Affect Toward Classroom		
15	135	82	High	64	69
16	132	99	Average	232	151
17	113	58	Low	132	85
18 or over	9	45	Satisfaction--Other Students		
Grade			High	66	40
10	147	112	Average	257	184
11	142	87	Low	95	81
12	139	106	Satisfaction--Teacher		
Program			High	48	69
Matriculation	298	173	Average	199	139
Other	130	132	Low	181	97
Achievement--Overall			Satisfaction--English Mark		
High	115	64	High	111	121
Average	163	137	Average	180	112
Low	150	104	Low	137	72
Achievement--English			Satisfaction--Quality of Work		
High	99	88	High	142	132
Average	166	102	Average	202	130
Low	163	115	Low	84	43

preparation of data cards. Questionnaires were considered unacceptable if three or more items were unanswered. As a result a total of seven were rejected. Four of these were in School A and three were in School B. If fewer than three items were unanswered mean responses were substituted for the missing information.

4. Computer cards were prepared through the services provided by the Division of Educational Research, University of Alberta. A data card was prepared for each student. The cards contained the student's mean score on Curriculum Inputs, Physical Environment, Curriculum Processes, and Social Environment for each of perceived and preferred participation as well as the student's score on each of the other variables used in the study.

DATA ANALYSIS

Replication

Replication was incorporated into the design of the study by treating the students from each of the two schools as separate subsamples and conducting independent, but parallel, analyses with each subsample. It was utilized in testing all hypotheses except those pertaining to differences in perceived and preferred participation among students in open and closed climate schools.

Kerlinger, in describing the use of two samples in a survey research project, states the major advantage of replication: "By using two separate samples . . . the results of one survey could be checked against the results of the other (1964, pp. 403-4)." Yarrow, Campbell and Burton believe that highly consistent findings in replicated studies are necessary to substantiate research findings:

> . . . if . . . [a researcher] . . . has performed a nearly exact replication of his procedures and the outcome spells inconsistency, there is little justification for taking his findings seriously . . . (1968, pp. 9-10).

Gupta, in a study which utilized replication, summarized the criterion he used as adequate evidence of a finding as follows:

> Only consistent . . . [results] . . . in the two analyses were interpreted. Several . . . [results] . . . were ignored if they appeared only in one analysis (1970, p. 33).

The same criterion for adequate evidence of a finding was adopted in the present study. Only those results of statistical tests which were consistent in both subsamples were considered to indicate a finding. Any results which were unique to one subsample were disregarded.

The use of replication in the study constituted an elementary form of what Kerlinger describes as controlling an extraneous variable by building it into the research design (1964, p. 285). Replication provided a means of controlling the influence of school climate on students' perceived and preferred participation while investigating other relations involving these variables.

Calculation of Perceived and Preferred Participation

The procedures used in the calculation of the two criterion variables, students' perceived and preferred participation, were identical. This section provides a description of these procedures.

A student's perceived participation in classroom decision making was calculated by determining his mean score on each of the four types of classroom decisions. Each type of classroom decision consisted of a number of individual decision items. Proceeding on the

assumption that these items were additive, responses to them were summed to produce a summated score for each type of decision. Mean scores were then calculated by dividing the summated score by the number of items in a type of decision. Four such scores, one for each of Curriculum Inputs, Physical Environment decisions, Curriculum Processes and Social Environment decisions, represented a student's perceived participation in classroom decision making. A similar set of four scores represented a student's preferred participation in classroom decision making.

Responses to individual items were weighted as follows:

Response	Weight
Almost entirely by you	5
Mostly by you but with help from teacher	4
Equally by yourself and the teacher	3
Mostly by the teacher but with your help	2
Almost entirely by the teacher	1

Consequently, the mean scores calculated for each type of decision ranged from 1.0 to 5.0. Increasing degrees of student participation were depicted as scores increased above 1.0.

Statistical Tests

The statistical tests used for the seven hypotheses are described below. In general, the level of significance adopted was $p \leq 0.05$. Certain exceptions to this criterion of significance are noted below.

Hypothesis 1. Hypothesis 1, which stated that students' preferred participation in classroom decision making was significantly greater than students' perceived participation, was tested using the Wilcoxon matched-pairs signed-ranks test. Siegel (1956, p. 75)

describes the Wilcoxon test as a nonparametric test for use with two related samples. The test determined whether students' preferred participation was different than their perceived participation by utilizing the relative magnitude, as well as the direction, of the difference between each student's scores on these two variables (Siegel, 1956, p. 75). To do this the test (1) ranked all differences irrespective of direction, (2) determined the sum of these ranks for differences in each direction, and then (3) calculated a statistic indicating the probability of two such sums of ranks occurring by chance.

Since samples were larger than twenty-five, the statistic produced was equivalent to a z score (Siegel, 1956, p. 79). Consequently, probabilities were obtained from a table of probabilities associated with values as extreme as observed values of z in the normal distribution.

The direction of differences was determined by inspection of percentage frequency distributions of scores for perceived and preferred participation.

Hypothesis 2 and Hypothesis 3. Hypotheses 2 and 3, which stated that students' perceived and preferred participation did not vary with different types of classroom decisions, were tested using Friedman two-way analysis of variance by ranks as an overall test, and the Wilcoxon test to identify differences. Siegel (1956, p. 166) describes the Friedman test as a nonparametric test for use with *k* related samples. In the study it was used to determine whether students' responses for each of the four types of classroom decisions

could have been drawn from the same population. The test (1) ranked each student's scores for the four types of decisions, (2) summed these ranks for each type of decision, and then (3) determined whether the sums of ranks for the four types of decisions were significantly different (Siegel, 1956, p. 166). Probabilities were determined from a table of critical values of chi square as recommended by Siegel (1956, p. 168).

The Wilcoxon test was used to determine the types of decisions between which differences occurred, since this involved two by two comparisons of the types of decisions--a case of two related samples. The direction of differences was determined by reference to the sums of ranks obtained with the Friedman test.

Hypothesis 4 through Hypothesis 7. Hypotheses 4 to 7, which stated that no significant differences existed in students' perceived and preferred participation among students classified by specified variables, were tested using one-way analysis of variance. Ferguson describes one-way analysis of variance as an appropriate test for determining if there is a significant difference either between the means of two independent samples (1966, p. 293) or between the means of _k_ independent samples (1966, p. 281). In instances where homogeneity of variance was not obtained, a procedure recommended by Lindquist was adopted: an allowance was made for heterogeneity of variance ". . . by setting a slightly higher 'apparent' level of significance for the test than one would otherwise employ (1956, p. 83)." This was done by using a 0.025 criterion level rather than the 0.05 level (Lindquist, 1956, p. 83).

To determine between which pairs of groups significant differences occurred, the Scheffé multiple comparison of means test was employed. The Scheffé test allowed for unequal n's which occurred between groups (Ferguson, 1966, p. 297). The criterion level used for the Scheffé test was 0.10 (Ferguson, 1966, p. 297). If variances were heterogeneous a level of significance of 0.05 was adopted.

SUMMARY

This chapter discusses the methodology of the study, including the instrumentation, the sample and data collection procedures, and the methods of data analysis.

Bevan's Student Opinion Questionnaire was the instrument used. It contained four subscales which measured perceived participation, preferred participation, affect toward classroom and satisfaction respectively. It also contained a section to obtain background information.

The sample consisted of 733 high school students in English classes from two high schools. The two schools represented the extremes of the climate dimension in the system from which the sample was drawn. The SOQ was administered to students during regular class periods; responses were coded and IBM data cards were prepared.

Research hypotheses, except those involving the school climate variable, were investigated by conducting independent, but parallel analyses for both schools. Consistent results of statistical tests in both schools were required to indicate a finding.

Four statistical tests were used to test research hypotheses. Hypothesis 1 was tested using the Wilcoxon matched-pairs signed-ranks

test. Hypotheses 2 and 3 were tested using Friedman two-way analysis of variance by ranks as an overall test, and the Wilcoxon test for two by two comparisons. Hypotheses 4 through 7 were tested using one-way analysis of variance as an overall test, and the Scheffé multiple comparison of means to identify significant differences.

Chapter 4

FINDINGS: SUBPROBLEMS ONE AND TWO

In this chapter the findings relating to the first two subproblems of the study are presented. The findings regarding the difference between students' preferred and perceived participation in classroom decision making are dealt with first. They are followed by the findings pertaining to variation in perceived and preferred participation among different types of classroom decisions.

PREFERRED PARTICIPATION GREATER THAN PERCEIVED PARTICIPATION

Hypothesis 1: High school students' preferred participation in classroom decision making is greater than their perceived participation in classroom decision making.

Hypothesis 1 was tested for each of Curriculum Inputs, Physical Environment decisions, Curriculum Processes, and Social Environment decisions using the Wilcoxon matched-pairs signed-ranks test as described in Chapter 3. The findings for each type of classroom decision are presented below.

Curriculum Inputs

The z scores obtained with the Wilcoxon test and their one-tailed probabilities are presented in Table 4. Probabilities significant at the 0.05 level were obtained in both schools. A significant difference existed between high school students' preferred and perceived participation in Curriculum Inputs.

A comparison of the distribution of scores for preferred and perceived participation indicated that the obtained difference was in the predicted direction. Table 5 presents the percentage frequencies of scores for preferred and perceived participation. The majority of students perceived Curriculum Inputs to be decided mostly by the teacher but with help from students, while the modal preferred degree of participation was that Curriculum Inputs be decided equally by teacher and student. High school students' preferred participation in Curriculum Inputs was greater than their perceived participation in Curriculum Inputs.

Table 4

Wilcoxon Test by Type of Decision for Preferred Participation Greater Than Perceived Participation

Type of Decision	School A		School B	
	z score	Probability (one-tail)	z score	Probability (one-tail)
Curriculum Inputs	-14.81	0.000*	-13.65	0.000*
Physical Environment	-14.10	0.000*	-12.14	0.000*
Curriculum Processes	-14.78	0.000*	-12.69	0.000*
Social Environment	-10.28	0.000*	-8.71	0.000*

*Significant in both schools.

Perceived participation. On the average students perceived that Curriculum Inputs were decided mostly by the teacher but with some help from students. This was the modal perceived degree of participation in both schools. Students' perceptions varied little from this average (Table 5). The modal response accounted for 69.2% of students

Table 5

Percentage Frequencies of Perceived and Preferred Degrees of Participation by Type of Decision

Type of Decision	Degree of Participation									
	School A					School B				
	1 (1.00-1.49)	2 (1.50-2.49)	3 (2.50-3.49)	4 (3.50-4.49)	5 (4.50-5.00)	1 (1.00-1.49)	2 (1.50-2.49)	3 (2.50-3.49)	4 (3.50-4.49)	5 (4.50-5.00)
Curriculum Inputs										
Perceived	25.9	69.2	4.4	0.5	0.0	31.5	58.0	9.8	0.7	0.0
Preferred	12.1	27.8	43.0	15.9	1.2	6.6	27.2	44.2	20.0	2.0
Physical Environment										
Perceived	26.4	40.9	25.7	6.8	0.2	10.8	43.6	31.5	13.8	0.3
Preferred	11.0	16.8	29.7	34.3	8.2	4.3	15.4	30.5	38.0	11.8
Curriculum Processes										
Perceived	26.4	53.7	15.7	4.2	0.0	21.0	50.5	24.6	3.6	0.3
Preferred	9.1	18.2	37.2	29.9	5.6	2.6	22.0	37.0	31.5	6.9
Social Environment										
Perceived	2.1	27.6	46.4	22.7	1.2	1.6	17.7	45.0	31.8	3.9
Preferred	1.4	10.0	35.3	47.0	6.3	0.3	3.9	36.1	48.9	10.8

in School A and 58.0% of students in School B. A minority of students in both schools, 25.9% in School A and 31.5% in School B, perceived Curriculum Inputs to be decided entirely by the teacher. Only a small number of students, 4.9% in School A and 10.5% in School B, perceived Curriculum Inputs to be decided either (1) equally by teacher and students, (2) mostly by students but with help from the teacher, or (3) entirely by students.

Preferred participation. Students, on the average, preferred that Curriculum Inputs be decided equally by teacher and students. This was the modal preferred degree of participation in both schools (Table 5). Students' preferences varied more from the average than their perceptions. The modal preferred degree of participation represented preferences of 43.0% of students in School A and 44.2% of students in School B. A good many students, 43.7% in School A and 47.2% in School B, indicated a preference for a degree of participation either just higher or just lower than the modal response. That is, many students preferred that Curriculum Inputs be decided mostly by the students but with help from the teacher or mostly by the teacher but with help from students. A few students, 13.3% in School A and 8.6% in School B, showed a preference for having Curriculum Inputs decided entirely by the teacher or entirely by the student.

Physical Environment Decisions

Table 4 shows z scores and one-tailed probabilities. Probabilities satisfied the 0.05 criterion in both schools. A significant difference existed between students' preferred and perceived participation in Physical Environment decisions.

Table 5 presents the percentage frequencies of scores for preferred and perceived participation. A comparison of the distribution of scores for Physical Environment decisions showed that the obtained difference was in the predicted direction. The modal perceived degree of participation was that Physical Environment decisions were decided mostly by the teacher but with help from students, while the modal preferred degree of participation was that they be decided mostly by the student but with help from the teacher. High school students' preferred participation in Physical Environment decisions was greater than their perceived participation in Physical Environment decisions.

Perceived participation. Students, on the average, perceived that Physical Environment decisions were decided mostly by the teacher but with help from students. This was the modal perceived degree of participation in both schools. Considerable variation from this average occurred. A large minority of students, 27.5% in School A and 31.5% in School B, perceived Physical Environment decisions to be decided equally by teacher and students. In School A 26.4% of students perceived that these decisions were made entirely by the teacher, while only 10.8% of students in School B did. A few students, 6.8% in School A and 13.8% in School B, perceived that Physical Environment decisions were decided mostly by the student but with help from the teacher. Virtually no students, 0.2% in School A and 0.3% in School B, perceived that Physical Environment decisions were decided entirely by the student.

Preferred participation. On the average, students preferred

that Physical Environment decisions be decided mostly by the student but with help from the teacher. In both schools this was the modal preferred degree of participation. Students preferences varied considerably from this average. The largest alternate preference, 29.7% of students in School A and 30.5% of students in School B, was that Physical Environment decisions be decided equally by teacher and student. Decreasing numbers of students expressed a preference for still less participation: 16.8% in School A and 15.4% in School B preferred that Physical Environment decisions be made mostly by the teacher but with help from the student. Small groups of students in both schools preferred the extremes of student participation in Physical Environment decisions: 8.2% in School A and 11.8% in School B preferred that they be decided entirely by the student, and 11.0% in School A and 4.3% in School B preferred that they be decided entirely by the teacher.

Curriculum Processes

The z scores obtained with the Wilcoxon test and their one-tailed probabilities are given in Table 4. Probabilities were significant at the 0.05 level in both schools. A significant difference existed between students' preferred and perceived participation in Curriculum Processes.

A comparison of the distribution of scores for perceived and preferred participation (Table 5) indicated that the difference was in the predicted direction. The modal perceived degree of participation was that Curriculum Processes were decided mostly by the teacher but with help from students, whereas the modal preferred degree of

participation was that Curriculum Processes be decided equally by teacher and students. High school students' preferred participation in Curriculum Processes was greater than their perceived participation in Curriculum Processes.

Perceived participation. On the average, students perceived that Curriculum Processes were decided mostly by the teacher but with help from students. This was the modal perceived degree of participation in both schools. It represented the perceptions of 53.7% of students in School A and 50.5% of students in School B. Students' perceptions showed greater variation from this average than with regard to Curriculum Inputs but less than for Physical Environment decisions. While the majority of students perceived that Curriculum Processes were decided mostly by the teacher but with help from students, 26.4% in School A and 21.0% in School B perceived that Curriculum Processes were decided entirely by the teacher, and 15.7% in School A and 24.6% in School B perceived that they were decided equally by teacher and student. Very few students, 4.2% in School A and 3.9% in School B, perceived that Curriculum Processes were decided either mostly by the student but with help from the teacher or entirely by the student.

Preferred participation. Students, on the average, preferred that Curriculum Processes be decided equally by teacher and students. In both schools this was the modal preferred degree of participation. Students' preferences varied moderately from this average. The modal preference accounted for approximately 37% of the students in each school. A large group of students in each school, 29.9% in School A and 31.5% in School B, preferred slightly greater participation. They

preferred that Curriculum Processes be decided mostly by the student with help from the teacher. Decreasing numbers of students, 18.2% in School A and 22.0% in School B, preferred just less participation than the average. They preferred that Curriculum Processes be decided by the teacher but with help from students. Small numbers of students preferred either that Curriculum Processes be decided entirely by the teacher (9.1% in School A and 2.6% in School B), or that Curriculum Processes be decided entirely by the student (5.6% in School A and 6.9% in School B).

Social Environment Decisions

A significant difference between the preferred and perceived degrees of participation was indicated by the z scores and one-tailed probabilities (Table 4). In both schools the probability of no difference between preferred and perceived participation was less than 0.05. A significant difference existed between high school students' preferred and perceived participation in Social Environment decisions.

The distribution of scores for perceived and preferred participation (Table 5) indicated that the difference was in the predicted direction. The modal perceived degree of participation was that Social Environment decisions were decided equally by teacher and student, while the modal preferred degree of participation was that Social Environment decisions be decided mostly by the student but with help from the teacher. High school students' preferred participation in Social Environment decisions was greater than their perceived participation in Social Environment decisions.

Perceived participation. On the average, students perceived

that Social Environment decisions were decided equally by teacher and student. In both schools this was the modal perceived degree of participation. Students' perceptions varied moderately from this average. The modal perceived degree of participation accounted for slightly less than half the students in each school (46.4% in A and 45.0% in B). Most of the remaining students perceived that Social Environment decisions were decided either mostly by the teacher but with some help from students (27.6% in School A and 17.7% in School B), or mostly by students but with help from the teacher (22.7% in School A and 31.8% in School B). Very few students perceived that Social Environment decisions were decided either entirely by the teacher (1.2% in School A and 1.6% in School B) or entirely by students (1.2% in School A and 3.9% in School B).

Preferred participation. Students, on the average, preferred that Social Environment decisions be decided mostly by the student but with help from the teacher. This was the modal preferred degree of participation in both schools. Students' preferences varied little from this average. Variation that occurred was largely in the direction of slightly less participation. Although the modal preferred degree of participation accounted for slightly less than half the students (47.0% in School A and 48.9% in School B), most of the remaining students (35.3% in School A and 36.1% in School B) preferred that Social Environment decisions be decided equally by student and teacher. Small numbers of students preferred that Social Environment decisions be decided either entirely by the student (6.3% in School A and 10.8% in School B) or mostly by the teacher but with help from the

student (10.0% in School A and 3.9% in School B). Virtually no students (1.4% in School A and 0.3% in School B) preferred that Social Environment decisions be decided entirely by the teacher.

VARYING PARTICIPATION IN DIFFERENT TYPES OF CLASSROOM DECISIONS

Hypotheses were formulated regarding students' perceived and preferred participation varying with different types of classroom decisions. They were tested using Friedman two-way analysis of variance by ranks as an overall test, and the Wilcoxon matched-pairs signed-ranks test to identify differences. The findings are presented below. Findings regarding variation in perceived participation with different types of classroom decisions are given first. They are followed by the findings regarding variation in preferred participation with different types of classroom decisions.

Variation in Perceived Participation

Hypothesis 2: No significant difference exists in students' perceived participation among different types of classroom decisions.

Friedman statistics and probabilities are presented in Table 6. The probability of no difference was less than 0.05 in both schools. The null hypothesis was rejected. A significant difference existed in perceived participation among different types of classroom decisions.

The probabilities obtained from two by two comparison of perceived participation in the four types of classroom decisions using the Wilcoxon test are presented in a matrix in Table 7. In both schools all probabilities were significant at the 0.05 level. Significant differences existed in perceived participation among all four

types of classroom decisions.

Inspection of the sums of ranks for the Friedman test (Table 6) showed that the largest sum of ranks occurred for Social Environment decisions, the second largest for Physical Environment decisions, the third largest for Curriculum Processes, and the smallest for Curriculum Inputs. Students perceived themselves to participate most in Social Environment decisions, less in Physical Environment decisions, less still in Curriculum Processes, and least in Curriculum Inputs.

Table 6

Friedman Test for Differences in Perceived Participation Among the Four Types of Classroom Deicsions

Type of Decision	Sums of Ranks	
	School A	School B
Curriculum Inputs	791	494
Physical Environment	1061	816
Curriculum Processes	864	623
Social Environment	1563	1116
Friedman Statistic	510.13	431.14
Probability	0.001*	0.001*

*Significant in both schools.

Variation in Preferred Participation

Hypothesis 3: No significant difference exists in students' preferred participation among different types of classroom decisions.

Table 8 shows Friedman statistics and probabilities. The 0.05 level of significance was satisfied by the probabilities in both

Table 7

Wilcoxon Probability Matrix for Differences in Perceived Participation
Between Types of Classroom Decisions

Type of Decision		School A				School B			
		1	2	3	4	1	2	3	4
Curriculum Inputs	1	1.000	0.000*	0.005*	0.000*	1.000	0.000*	0.000*	0.000*
Physical Environment	2		1.000	0.000*	0.000*		1.000	0.000*	0.000*
Curriculum Processes	3			1.000	0.000*			1.000	0.000*
Social Environment	4				1.000				1.000

*Significant in both schools.

schools. Sufficient evidence was obtained to reject the null hypothesis. A significant difference existed in students' preferred participation among different types of classroom decisions.

Table 8

Friedman Test for Differences in Preferred Participation Among the Four Types of Classroom Decisions

Type of Decision	Sums of Ranks	
	School A	School B
Curriculum Inputs	749	508
Physical Environment	1165	859
Curriculum Processes	987	697
Social Environment	1378	986
Friedman Statistic	300.31	252.44
Probability	0.001*	0.001*

*Significant in both schools.

The probabilities obtained from two by two comparison of the four types of classroom decisions are presented in a matrix in Table 9. All probabilities were significant at the 0.05 level in both schools. Significant differences existed in preferred participation among all four types of classroom decisions.

Comparison of the sums of ranks for the four types of decisions (Table 8) indicated that the largest sum of ranks occurred for Social Environment decisions, the second largest for Physical Environment decisions, the third largest for Curriculum Processes, and the smallest for Curriculum Inputs. Students preferred greatest participation in

Table 9

Wilcoxon Probability Matrix for Differences in Preferred Participation Between Types of Classroom Decisions

Type of Decision		School A				School B			
		1	2	3	4	1	2	3	4
Curriculum Inputs	1	1.000	0.000*	0.000*	0.000*	1.000	0.000*	0.000*	0.000*
Physical Environment	2		1.000	0.000*	0.000*		1.000	0.000*	0.000*
Curriculum Processes	3			1.000	0.000*			1.000	0.000*
Social Environment	4				1.000				1.000

*Significant in both schools.

Social Environment decisions, less in Physical Environment decisions, less still in Curriculum Processes, and least participation in Curriculum Inputs.

SUMMARY

Hypothesis 1 was accepted for each of the four types of classroom decisions. High school students' preferred participation in classroom decision making was significantly greater than their perceived participation. On the average, high school students perceived that Curriculum Inputs, Physical Environment decisions, and Curriculum Processes were decided mostly by the teacher but with some help from students, and that Social Environment decisions were decided equally by teacher and students. In contrast, high school students, on the average, preferred that Curriculum Inputs and Curriculum Processes be decided equally by teacher and students, and that Physical Environment decisions and Social Environment decisions be decided mostly by students but with some help from the teacher.

Hypotheses 2 and 3 were rejected. Students perceived and preferred their participation in classroom decision making to vary with different types of classroom decisions. Students perceived and preferred greatest participation in Social Environment decisions, less in Physical Environment decisions, less still in Curriculum Processes, and least participation in Curriculum Inputs.

Chapter 5

FINDINGS: SUBPROBLEM THREE

In this chapter the findings relating to the third subproblem of the study are presented. The findings regarding the relation between perceived participation and students' affect toward their classroom are presented first. Findings regarding the relation between perceived participation and students' satisfaction are presented in the second section of the chapter. The chapter concludes with a summary statement of the findings.

Perceived Participation and Affect Toward Classroom

Hypothesis 4: No significant difference exists in perceived participation in classroom decision making among high school students classified by affect toward classroom.

For the variable affect toward classroom, students were classified by the extent to which they viewed their English classroom positively. Three categories were used: high, average, and low. These categories represented scores on the Affect Toward Classroom subscale of 20-89, 90-119, and 120-140 respectively. F ratios and probabilities are given in Table 10. Probabilities were significant at the 0.05 level in both schools for three of the four types of classroom decisions: Curriculum Inputs, Physical Environment decisions, and Social Environment decisions. The null hypothesis was rejected for these three types of classroom decisions. Significant differences existed in perceived participation in Curriculum Inputs, Physical

Table 10

Analysis of Variance Tests for Independence of Perceived Participation and Affect Toward Classroom and Satisfaction

Classification	df	Perceived Participation							
		Curriculum Inputs		Physical Environment		Curriculum Processes		Social Environment	
		F Ratio	Prob	F Ratio	Prob	F Ratio	Prob	F Ratio	Prob
Affect Toward Classroom									
School A	2	7.94	0.000*	5.99	0.003*	1.31	0.271	11.58	0.000*
School B	2	12.81	0.000*	10.84	0.000*	4.96	0.008	23.31	0.000*
Satisfaction--Other Students									
School A	2	1.10	0.333	0.06	0.938	4.70**	0.010	2.39	0.093
School B	2	0.25	0.777	0.89	0.411	0.20	0.821	2.09	0.126
Satisfaction--Teacher									
School A	2	5.53	0.004*	6.28	0.002*	2.52	0.082	4.90	0.008*
School B	2	14.26	0.000*	5.50	0.004*	4.65	0.010	23.01	0.000*
Satisfaction--English Mark									
School A	2	0.36	0.696	1.22	0.296	0.38	0.681	0.99	0.371
School B	2	1.34	0.264	0.79	0.455	0.96	0.385	3.21	0.042
Satisfaction--Quality of Work									
School A	2	1.27**	0.283	0.03	0.974	0.41	0.668	0.69	0.504
School B	2	2.56**	0.079	0.10	0.908	0.30	0.743	2.71	0.068

*Significant in both schools.

**Homogeneity of variance lacking.

Environment decisions, and Social Environment decisions among students classified by affect toward their English classroom

Scheffé probability matrices, which illustrate where the differences occurred, are presented in Table 11 for Curriculum Inputs. Between groups three and one and groups two and one, probabilities were obtained which satisfied the 0.10 criterion level required for the Scheffé test. Significant differences existed in perceived participation in Curriculum Inputs between students whose affect toward the classroom was high or average and students for whom it was low. A comparison of the means (Table 11) showed that both groups three and two had a higher mean than group one. Students whose affect toward their English classroom was high or average perceived greater participation in Curriculum Inputs than students whose affect was low.

For Physical Environment decisions, probabilities satisfying the 0.10 criterion were obtained between groups three and one and between groups two and one (Table 12). Significant differences existed in perceived participation in Physical Environment decisions between students whose affect toward their English classroom was high or average and students for whom it was low. A comparison of the means for these groups (Table 12) showed that students whose affect was high or average had larger mean perceived participation scores than students whose affect was low. Students whose affect toward their English classroom was high or average perceived greater participation in Physical Environment decisions than students whose affect was low.

For Social Environment decisions, probabilities satisfying the 0.10 criterion in both schools were obtained between groups three and one, three and two, and two and one (Table 13). Significant

Table 11

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Participation in Curriculum Inputs Classified by Affect Toward Classroom

Classification		School A				School B			
		Mean	Group			Mean	Group		
	Group		1	2	3		1	2	3
Affect Toward Classroom									
low	1	1.62	1.000	0.016*	0.001*	1.55	1.000	0.002*	0.000*
average	2	1.76		1.000	0.192	1.80		1.000	0.109
high	3	1.87			1.000	1.96			1.000

*Significant.

Table 12

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Participation in Physical Environment Classified by Affect Toward Classroom

Classification		School A				School B			
		Mean	Group			Mean	Group		
	Group		1	2	3		1	2	3
Affect Toward Classroom									
low	1	1.96	1.000	0.061*	0.004*	2.15	1.000	0.000*	0.001*
average	2	2.17		1.000	0.216	2.61		1.000	0.953
high	3	2.37			1.000	2.65			1.000

*Significant.

Table 13

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Participation in Social Environment Classified by Affect Toward Classroom

Classification		School A				School B			
			Group				Group		
	Group	Mean	1	2	3	Mean	1	2	3
Affect Toward Classroom									
low	1	2.71	1.000	0.003*	0.000*	2.76	1.000	0.000*	0.000*
average	2	2.99		1.000	0.089*	3.28		1.000	0.071*
high	3	3.22			1.000	3.52			1.000

*Significant.

differences existed in perceived participation in Social Environment decisions between students whose affect was high and students whose affect was low; and between students whose affect was high and those for whom it was average. The means for these groups (Table 13) showed that students whose affect toward their English classroom was high perceived greater participation than students whose affect was low; students whose affect was high perceived greater participation than students whose affect was average; and students whose affect was average perceived greater participation than students whose affect was low. High school students perceived greater participation in Social Environment decisions as their affect toward their English classroom increased from low to average to high.

Perceived Participation and Satisfaction

Hypothesis 5: No significant difference exists in perceived participation in classroom decision making among high school students classified by level of satisfaction.

Hypothesis 5 was tested for four specific aspects of students' satisfaction: their satisfaction with relations with other students, with relations with their English teacher, with their English mark, and with the quality of work they were doing in English. For each satisfaction variable students were classified in three groups: high satisfaction, average satisfaction, and low satisfaction. The results are presented below.

Satisfaction--Relations with other students. F ratios and probabilities are presented in Table 10. The 0.05 criterion was not satisfied in both schools for any of the four types of decisions.

There was no evidence to reject the null hypothesis. No significant difference existed in perceived participation in classroom decision making among students classified by satisfaction with relations with other students in the English classroom.

Satisfaction--Relations with teacher. F ratios and probabilities are given in Table 10. Probabilities were significant at the 0.05 level in both schools for three of the four types of classroom decisions: Curriculum Inputs, Physical Environment decisions, and Social Environment decisions. The null hypothesis was rejected for these three types of classroom decisions. Significant differences existed in perceived participation in Curriculum Inputs, Physical Environment decisions, and Social Environment decisions among students classified by satisfaction with relations with their English teacher.

Scheffé probability matrices are presented in Table 14 for Curriculum Inputs. Significant levels of probability were obtained between groups two and one in both schools. Comparison of the means (Table 14) showed that group two had the higher mean. Students whose satisfaction with relations with their English teacher was average perceived greater participation in Curriculum Inputs than students whose satisfaction with relations with their English teacher was low.

Scheffé probability matrices for Physical Environment decisions are given in Table 15. Only limited evidence of between groups differences was obtained. The direction of differences was replicated, but differences did not occur between the same groups in both schools. In School A students whose satisfaction with relations with their English teacher was average perceived greater participation than students whose

Table 14

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Participation in Curriculum Inputs Classified by Satisfaction--Relations with Teacher

Classification	Group	School A Mean	School A Group 1	School A Group 2	School A Group 3	School B Mean	School B Group 1	School B Group 2	School B Group 3
Satisfaction--Relations with Teacher									
low	1	1.65	1.000	0.005*	0.228	1.58	1.000	0.008*	0.000*
average	2	1.79		1.000	0.944	1.79		1.000	0.017*
high	3	1.77			1.000	2.00			1.000

*Significant.

Table 15

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Participation in Physical Environment Classified by Satisfaction--Relations with Teacher

Classification	Group	School A				School B			
		Mean	Group			Mean	Group		
			1	2	3		1	2	3
Satisfaction--Relations with Teacher									
low	1	1.98	1.000	0.003*	0.220	2.29	1.000	0.109	0.005*
average	2	2.26		1.000	0.896	2.52		1.000	0.280
high	3	2.20			1.000	2.71			1.000

*Significant.

satisfaction was low (probability = 0.003, means of 2.26 and 1.98 respectively). In School B students whose satisfaction with relations with their English teacher was high perceived greater participation than students whose satisfaction was low (probability = 0.005, means of 2.71 and 2.29 respectively). Students whose satisfaction with relations with their English teacher was high or average tended to perceive greater participation in Physical Environment decisions than students whose satisfaction with relations with their teacher was low.

For Social Environment decisions, Scheffé probability matrices are presented in Table 16. Significant probabilities occurred between groups three and one and between groups two and one in both schools. Inspection of the means (Table 16) showed that groups three and two had larger means than group one. Students whose satisfaction with relations with their English teacher was high or average perceived greater participation in Social Environment decisions than students whose satisfaction with relations with their English teacher was low.

Satisfaction--English mark. F ratios and probabilities are given in Table 10. The probability of no difference did not satisfy the 0.05 criterion in both schools for any of the four types of classroom decisions. There was no evidence to reject the null hypothesis. No significant difference existed in perceived participation in classroom decision making among students of different levels of satisfaction with their English mark.

Satisfaction--Quality of work. F ratios and probabilities are presented in Table 10. No evidence was obtained on which to reject the null hypothesis. Probabilities did not satisfy the 0.05 criterion in

Table 16

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Participation in Social Environment Classified by Satisfaction--Relations with Teacher

Classification		School A				School B			
			Group				Group		
	Group	Mean	1	2	3	Mean	1	2	3
Satisfaction--Relations with Teacher									
low	1	2.81	1.000	0.019*	0.090*	2.82	1.000	0.000*	0.000*
average	2	3.03		1.000	0.918	3.26		1.000	0.013*
high	3	3.08			1.000	3.57			1.000

*Significant.

both schools for any of the four types of classroom decisions. No significant difference existed in perceived participation in classroom decision making among students differing in satisfaction with the quality of work they were doing in English.

Summary

This chapter reports findings regarding differences in perceived participation in classroom decision making among students classified by affect toward classroom and level of satisfaction.

Some significant differences in perceived participation in classroom decision making existed among students classified on the basis of affect toward their English classroom. Specifically, it was found that (1) students whose affect toward their English classroom was high or average perceived greater participation in Curriculum Inputs and Physical Environment decisions than students whose affect was low, and (2) students perceived greater participation in Social Environment decisions as their affect toward their English classroom increased from low to average to high.

Significant differences in perceived participation in classroom decision making among students classified on the basis of satisfaction existed only for the Satisfaction--Relations with teacher variable. With regard to this variable it was found that (1) students whose satisfaction with relations with their English teacher was average perceived greater participation in Curriculum Inputs than students whose satisfaction was low, and (2) students whose satisfaction with relations with their English teacher was high or average perceived greater participation in Social Environment decisions than students

whose satisfaction was low. In addition limited evidence suggested that students whose satisfaction with their relations with their English teacher was high or average tended to perceive greater participation in Physical Environment decisions than students whose satisfaction was low.

Chapter 6

FINDINGS: SUBPROBLEM FOUR

The findings regarding differences in perceived participation in classroom decision making among students classified by specified variables are reported in this chapter.

Hypothesis 6: No significant difference exists in perceived participation in classroom decision making among high school students classified by: school climate, sex, age, grade, program, teacher, achievement and socioeconomic status.

One-way analysis of variance was used to test Hypothesis 6 for each of the classification variables. The results are presented below. Findings for each of the classification variables are given in turn.

School Climate

To test the hypothesis regarding the independence of school climate and students' perceived participation in classroom decision making, the participation perceived by students in School A, the closed-climate school, was compared with the participation perceived by students in School B, the open-climate school. F ratios and probabilities are given in Table 17. For three of the four types of classroom decisions, Physical Environment decisions, Curriculum Processes, and Social Environment decisions, probabilities were significant at the 0.05 level. The null hypothesis was rejected for these three types of classroom decisions. Significant differences existed in perceived participation in Physical Environment decisions, Curriculum Processes, and Social Environment decisions, between high

Table 17

Analysis of Variance Tests for Independence of Perceived Participation and Classification Variables

Classification		df	Perceived Participation							
			Curriculum Inputs		Physical Environment		Curriculum Processes		Social Environment	
			F Ratio	Prob	F Ratio	Prob	F Ratio	Prob	F Ratio	Prob
School Climate		1	1.00**	0.318	33.67	0.000*	10.06	0.002*	19.09	0.000*
Sex										
	School A	1	0.27	0.604	2.19	0.140	0.04	0.849	0.07	0.791
	School B	1	1.23	0.269	0.06	0.801	1.01	0.316	1.70	0.194
Age										
	School A	4	1.74	0.140	2.74	0.029	0.97	0.421	2.63	0.034*
	School B	4	5.18**	0.001	1.09	0.360	1.64	0.164	2.84**	0.025*
Grade										
	School A	2	1.17	0.312	7.27	0.001*	0.28	0.754	4.06	0.018*
	School B	2	12.93**	0.000	5.37	0.005*	3.21	0.042	7.92**	0.000*
Program										
	School A	1	0.93	0.335	5.20	0.023	0.35	0.552	0.70	0.403
	School B	1	1.28	0.259	0.55	0.460	0.01	0.926	0.58	0.448

*Significant in both schools.

**Homogeneity of variance lacking.

Table 17 (continued)

Classification	df	Perceived Participation							
		Curriculum Inputs		Physical Environment		Curriculum Processes		Social Environment	
		F Ratio	Prob	F Ratio	Prob	F Ratio	Prob	F Ratio	Prob
Teacher									
School A	9	1.23	0.273	3.74	0.000*	0.74	0.675	6.17	0.000*
School B	7	12.87**	0.000	6.32	0.000*	5.40	0.000	23.14	0.000*
Achievement--Overall									
School A	2	0.35	0.702	1.50	0.224	1.18	0.309	0.67	0.514
School B	2	0.71	0.791	3.88	0.022	0.74	0.477	0.14	0.868
Achievement--English									
School A	2	0.63	0.532	2.86	0.058	0.37	0.692	0.16	0.855
School B	2	2.61	0.075	0.24	0.786	1.28	0.280	1.28	0.279
Socioeconomic Status									
School A	2	2.97**	0.019	0.56	0.688	0.13	0.972	2.29	0.059
School B	2	1.03	0.393	0.32	0.864	0.73	0.569	0.89	0.469

*Significant in both schools.

**Homogeneity of variance lacking.

school students in open and closed climate schools.

Inspection of the mean perceived participation scores for each of the schools (Table 18) showed that students in School B had a higher mean than students in School A on each of the three types of classroom decisions. For Physical Environment decisions the mean in School B was 2.49, while in School A it was 2.14. For Curriculum Processes the mean in School B was 2.04, whereas in School A it was 1.87. For Social Environment decisions the means were 3.19 and 2.94 in Schools A and B respectively. Students in the open-climate school perceived greater participation in Physical Environment decisions, Curriculum Processes, and Social Environment decisions than students in the closed-climate school.

Table 18

Mean Perceived Participation for School A and School B

Type of Decision	School A Mean	School B Mean
Curriculum Inputs	1.73	1.77
Physical Environment	2.14	2.49
Curriculum Processes	1.87	2.04
Social Environment	2.94	3.19

Sex

F ratios and probabilities are given in Table 17. The results did not permit rejection of the null hypothesis. For no type of decision was a significant probability obtained. No significant difference existed in perceived participation between male and female

high school students.

Age

Students were classified in five age categories: fourteen or younger, fifteen, sixteen, seventeen, and eighteen or older.

Table 17 presents the F ratios and probabilities obtained. For three of the types of classroom decisions significant probabilities were not obtained. For the fourth, Social Environment decisions, significant probabilities were obtained in both schools. The null hypothesis was rejected with regard to Social Environment decisions. Significant differences existed in perceived participation in Social Environment decisions among high school students of different ages.

Scheffé probability matrices for Social Environment decisions are presented in Table 19. Only limited evidence of between groups differences was obtained. The pattern of differences was consistent, but differences did not occur between the same groups in both schools. In School A students sixteen years old perceived greater participation than students fourteen or younger (probability = 0.048, means of 3.07 and 2.64 respectively). In School B students sixteen years old perceived greater participation than students seventeen years old (probability = 0.036, means of 3.35 and 2.94 respectively). Students sixteen years old tended to perceive greater participation in Social Environment decisions than either students fourteen or younger or seventeen years old.

Grade

F ratios and probabilities are given in Table 17. For two types of classroom decisions, Curriculum Inputs and Curriculum

Table 19

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Participation in Social Environment Classified by Age

Classification	Group	School A Mean	School A Group 1	2	3	4	5	School B Mean	School B Group 1	2	3	4	5
Age													
14 or under	1	2.64	1.000	0.368	0.048*	0.341	0.997	3.29	1.000	0.992	0.999	0.503	0.933
15	2	2.92		1.000	0.665	0.999	0.980	3.20		1.000	0.792	0.416	0.983
16	3	3.07			1.000	0.776	0.836	3.35			1.000	0.036*	0.560
17	4	2.94				1.000	0.974	2.94				1.000	0.867
18 or over	5	2.76					1.000	3.11					1.000

*Significant.

Processes, no evidence was obtained to reject the null hypothesis. For the remaining two types of decisions, Physical Environment decisions and Social Environment decisions, sufficient evidence was obtained to reject the null hypothesis. Significant probabilities were obtained for these two types of classroom decisions in both schools. A significant difference existed in perceived participation in Physical Environment decisions and Social Environment decisions among high school students in different grades.

Scheffé probability matrices for Physical Environment decisions are given in Table 20. Significant differences occurred in both schools between students in grades twelve and ten, and grades eleven and ten. Inspection of the means (Table 20) showed that both grades eleven and twelve had higher means than grade ten. High school students in grades eleven and twelve perceived greater participation in Physical Environment decisions than students in grade ten.

Table 21 presents Scheffé probability matrices for Social Environment decisions. Only limited evidence of between groups differences was obtained. The pattern of differences was consistent, but differences did not occur between the same groups in both schools. In School A grade eleven students perceived greater participation than grade ten students (probability = 0.018, means of 3.07 and 2.82 respectively). In School B grade eleven students perceived greater participation than grade twelve students (probability = 0.001, means of 3.41 and 2.98 respectively). Students in grade eleven tended to perceive greater participation in Social Environment decisions than students in either grade ten or twelve.

Table 20

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Participation in Physical Environment Classified by Grade

Classification		School A				School B			
		Mean	Group			Mean	Group		
	Group		1	2	3		1	2	3
Grade									
Ten	1	1.93	1.000	0.004*	0.006*	2.29	1.000	0.011*	0.045*
Eleven	2	2.24		1.000	0.994	2.64		1.000	0.811
Twelve	3	2.23			1.000	2.57			1.000

*Significant.

Table 21

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Participation in Social Environment Classified by Grade

Classification		School A				School B			
		Mean	Group			Mean	Group		
	Group		1	2	3		1	2	3
Grade									
Ten	1	2.82	1.000	0.018*	0.462	3.21	1.000	0.156	0.091
Eleven	2	3.07		1.000	0.293	3.41		1.000	0.001*
Twelve	3	2.93			1.000	2.98			1.000

*Significant.

Program

The school programs in which students were registered were used to form two groups: students enrolled in a matriculation program, and those enrolled in a non-matriculation program. F ratios and probabilities are presented in Table 17. For no type of classroom decision were significant probabilities obtained in both schools. Consequently, there was no evidence to reject the null hypothesis. No significant difference existed in perceived participation in classroom decision making between students in matriculation and non-matriculation programs.

Teacher

All students taught by the same teacher were grouped together in each of the schools. In School A ten groups were formed. In School B eight were formed. F ratios and probabilities are presented in Table 17. For Curriculum Inputs and Curriculum Processes significant probabilities were not obtained in both schools. No significant difference existed in perceived participation in Curriculum Inputs and Curriculum Processes among students having different English teachers. However, for Physical Environment and Social Environment decisions, probabilities satisfying the 0.05 criterion were obtained. The null hypothesis was rejected for these two types of decisions. Significant differences existed in perceived participation in Physical Environment and Social Environment decisions among students having different teachers.

For Physical Environment decisions, the pairs of teacher groups between which significant differences occurred, and the mean perceived

participation scores for the teacher groups are shown in Table 22. In School A the range of means was from 1.71 to 2.45, and two significant differences involving three teachers occurred. In School B the range of means was from 2.05 to 2.88, and five significant differences involving six teachers occurred.

For Social Environment decisions, the pairs of teacher groups between which differences occurred and the mean perceived participation scores for the teacher groups are shown in Table 23. In School A the range of means was from 2.35 to 3.21, and six significant differences involving five teachers occurred. In School B the range of means was from 2.36 to 3.82, and twelve significant differences involving all eight teachers occurred.

Achievement

The null hypothesis regarding differences in perceived participation among students of different achievement levels was tested for both overall achievement and achievement in English. Groups were formed as follows: 70% or over, 60-69%, and 59% or under. The results are presented below.

Achievement--Overall. F ratios and probabilities are presented in Table 17. No evidence was obtained on which to reject the null hypothesis. All probabilities exceeded 0.05. No significant difference exists in perceived participation in classroom decision making among students of different overall achievement levels.

Achievement--English. F ratios and probabilities are presented in Table 17. Again, the null hypothesis could not be rejected. For no

Table 22

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Participation in Physical Environment Classified by Teacher

Teacher	Mean	A	B	C	D	E	F	G	H	I	J
						School A					
A	2.07	1.000	1.000	0.994	1.000	0.868	1.000	0.965	1.000	1.000	0.989
B	2.25		1.000	1.000	1.000	0.997	0.995	0.618	1.000	0.996	0.755
C	2.32			1.000	1.000	1.000	0.913	0.229	1.000	0.919	0.356
D	2.22				1.000	0.981	0.993	0.504	1.000	0.994	0.663
E	2.45					1.000	0.442	0.030*	0.980	0.457	0.061*
F	2.01						1.000	0.970	1.000	1.000	0.993
G	1.71							1.000	0.782	0.967	1.000
H	2.18								1.000	1.000	0.885
I	2.02									1.000	0.992
J	1.77										1.000
						School B					
A	2.69	1.000	0.648	1.000	0.964	0.600	0.045*	0.277	0.801		
B	2.31		1.000	0.971	0.086*	1.000	0.961	0.999	1.000		
C	2.59			1.000	0.942	0.948	0.477	0.809	0.985		
D	2.88				1.000	0.093*	0.001*	0.015*	0.233		
E	2.26					1.000	0.992	1.000	1.000		
F	2.05						1.000	1.000	0.974		
G	2.17							1.000	1.000		
H	2.32								1.000		

*Significant.

Table 23

Scheffé Multiple Comparison of Means Probability Matrix: Perceived Participation in Social Environment Classified by Teacher

Teacher	Mean	A	B	C	D	E	F	G	H	I	J
					School A						
A	2.97	1.000	0.209	0.994	1.000	0.997	0.991	1.000	1.000	0.932	0.985
B	2.35		1.000	0.002*	0.122	0.002*	0.002*	0.232	0.692	0.960	0.947
C	3.20			1.000	0.972	1.000	1.000	0.994	0.792	0.078*	0.319
D	2.97				1.000	0.983	0.962	1.000	1.000	0.812	0.959
E	3.17					1.000	1.000	0.997	0.828	0.082*	0.349
F	3.21						1.000	0.991	0.764	0.072*	0.296
G	2.98							1.000	1.000	0.893	0.974
H	2.82								1.000	0.999	1.000
I	2.64									1.000	1.000
J	2.68										1.000
					School B						
A	3.05	1.000	0.718	0.207	0.000*	0.003*	0.954	0.958	0.970		
B	2.76		1.000	0.005*	0.000*	0.499	1.000	0.207	0.277		
C	3.54			1.000	0.824	0.000*	0.026*	0.909	0.933		
D	3.82				1.000	0.000*	0.000*	0.013*	0.036*		
E	2.36					1.000	0.219	0.000*	0.001*		
F	2.85						1.000	0.491	0.567		
G	3.25							1.000	1.000		
H	3.25								1.000		

*Significant.

type of classroom decision did the probabilities in both schools satisfy the 0.05 criterion. No significant difference existed in perceived participation in classroom decision making among students of different achievement levels in English.

Socioeconomic Status

On the socioeconomic status variable students were grouped into three levels: low, medium and high. These groups were formed on socioeconomic status scores of 3-8, 9-13, and 14-19 respectively. F ratios and probabilities are shown in Table 17. There was not sufficient evidence to reject the null hypothesis. The probabilities obtained did not satisfy the criterion level in both schools for any of the four types of classroom decisions. No significant difference existed in perceived participation in classroom decision making among students of different socioeconomic status.

Summary

This chapter reports findings regarding differences in perceived participation in classroom decision making among students classified by specified variables. The findings are summarized as follows:

1. No significant differences existed in perceived participation in classroom decision making among students classified on the basis of sex, program, overall achievement, achievement in English, and socioeconomic status.

2. Some significant differences in perceived participation in classroom decision making existed among students classified on the basis of school climate, teacher and grade. Specifically, it was found

that (1) students in the open-climate school perceived greater participation in Physical Environment decisions, Curriculum Processes, and Social Environment decisions than students in the closed-climate school, (2) students having different teachers differed significantly in perceived participation in Physical Environment decisions and Social Environment decisions, and (3) students in grades eleven and twelve perceived greater participation in Physical Environment decisions than students in grade ten.

3. Limited evidence was found of two additional differences in perceived participation in classroom decision making. This evidence suggested that (1) students sixteen years old tended to perceive greater participation in Social Environment decisions than either students fourteen or younger or seventeen years old, and that (2) students in grade eleven tended to perceive greater participation in Social Environment decisions than students in either grade ten or twelve.

Chapter 7

FINDINGS: SUBPROBLEM FIVE

The findings regarding differences in preferred participation in classroom decision making among students classified by specified variables are reported in this chapter.

Hypothesis 7: No significant difference exists in preferred participation in classroom decision making among high school students classified by: school climate, sex, age, grade, program, teacher, achievement and socioeconomic status.

One-way analysis of variance was used to test Hypothesis 7 for each of the classification variables. Groups formed on the classification variables were the same as those used in testing Hypothesis 6. Findings for each of the classification variables are presented in turn.

School Climate

The preferred participation of students in School A, the closed-climate school, was compared with that of students in School B, the open-climate school. F ratios and probabilities are presented in Table 24. Significant probabilities were obtained for all four types of classroom decisions. Probabilities for Curriculum Inputs and Curriculum Processes satisfied the 0.05 criterion. For Physical and Social Environment decisions probabilities satisfied the 0.025 criterion adopted because of heterogeneity of variance. The null hypothesis was rejected. Significant differences existed in preferred participation in classroom decision making between students in open

Table 24

Analysis of Variance Tests for Independence of Preferred Participation and Classification Variables

Classification		df	Preferred Participation							
			Curriculum Inputs		Physical Environment		Curriculum Processes		Social Environment	
			F Ratio	Prob	F Ratio	Prob	F Ratio	Prob	F Ratio	Prob
School Climate		1	6.88	0.009*	13.89**	0.000*	4.81	0.029*	16.10**	0.000*
Sex										
	School A	1	0.68	0.410	0.02	0.894	0.17	0.678	0.05	0.832
	School B	1	2.02	0.156	0.97	0.325	0.35	0.556	2.18	0.141
Age										
	School A	4	1.28	0.279	0.52	0.722	0.78	0.541	0.97	0.424
	School B	4	3.08	0.016	1.40	0.234	1.18	0.320	3.08	0.016
Grade										
	School A	2	1.35	0.260	2.35	0.097	0.54	0.583	3.78	0.024*
	School B	2	2.74	0.066	2.24	0.108	0.97	0.379	4.60	0.011*
Program										
	School A	1	13.30	0.000*	13.78	0.000	8.51	0.004*	19.25**	0.000
	School B	1	6.16	0.014*	1.58	0.210	5.22	0.023*	2.22	0.137

*Significant in both schools.

**Homogeneity of variance lacking.

Table 24 (continued)

Classification		df	Preferred Participation							
			Curriculum Inputs		Physical Environment		Curriculum Processes		Social Environment	
			F Ratio	Prob	F Ratio	Prob	F Ratio	Prob	F Ratio	Prob
Teacher										
	School A	9	5.59	0.000*	3.63	0.000*	4.39	0.000	5.23	0.000*
	School B	7	2.44	0.019*	2.96	0.005*	1.21	0.295	2.93	0.006*
Achievement--Overall										
	School A	2	4.42	0.013	7.62	0.001	4.52	0.011	4.81	0.009*
	School B	2	1.92	0.149	2.26	0.106	2.45	0.088	4.19	0.016*
Achievement--English										
	School A	2	7.66	0.001	12.87	0.000	8.75	0.000	7.20	0.001
	School B	2	2.17	0.116	2.77	0.064	2.66	0.071	0.66	0.519
Socioeconomic Status										
	School A	2	1.90	0.110	1.89	0.110	4.59	0.001	2.97	0.019
	School B	2	0.62	0.649	0.11	0.978	1.62	0.170	1.13	0.342

*Significant in both schools.

**Homogeneity of variance lacking.

and closed climate schools.

Comparison of the means for the two schools, shown in Table 25, indicated that students in School B preferred greater participation in classroom decision making than students in School A. For Curriculum Inputs, Physical Environment decisions, Curriculum Processes and Social Environment decisions the means in Schools B and A respectively were 2.78 and 2.61, 3.39 and 3.11, 3.06 and 2.91, and 3.44 and 3.66. Students in the open-climate school preferred greater participation in classroom decision making than students in the closed-climate school.

Table 25

Mean Preferred Participation for School A and School B

Type of Decision	School A Mean	School B Mean
Curriculum Inputs	2.61	2.78
Physical Environment	3.11	3.39
Curriculum Processes	2.91	3.06
Social Environment	3.44	3.66

Sex

F ratios and probabilities are given in Table 24. There was no evidence of differences in preferred participation between sexes. No probabilities significant at the 0.05 level were obtained. No significant difference existed in preferred participation in classroom decision making between boys and girls.

Age

Students were classified in five age categories. These were:

fourteen or younger, fifteen, sixteen, seventeen, and eighteen or older. F ratios and probabilities are shown in Table 24. Probabilities significant at the 0.05 level in both schools were not obtained for any of the four types of classroom decisions. The null hypothesis was not rejected. No significant differences existed in preferred participation in classroom decision making among students of different ages.

Grade

Table 24 shows the F ratios and probabilities obtained. For three of the four types of classroom decisions probabilities were not significant at the 0.05 level. The null hypothesis could not be rejected for these types of decisions. No significant difference existed in preferred participation in Curriculum Inputs, Physical Environment decisions, and Curriculum Processes among high school students classified by grade. For the remaining type of classroom decision sufficient evidence was obtained to reject the null hypothesis. Probabilities for Social Environment decisions of 0.000 and 0.006 in Schools A and B respectively, were significant at the 0.05 level. Significant differences existed in preferred participation in Social Environment decisions among students classified by grade.

Scheffé probability matrices for Social Environment decisions are presented in Table 26. Only limited evidence of between groups differences was obtained. The pattern of differences was consistent but differences did not occur between the same groups in both schools. In School A grade eleven students preferred greater participation in Social Environment decisions than grade ten students (probability =

Table 26

Scheffé Multiple Comparison of Means Probability Matrix: Preferred Participation in Social Environment Classified by Grade

Classification		School A				School B			
		Mean	Group			Mean	Group		
	Group		1	2	3		1	2	3
Grade									
Ten	1	3.31	1.000	0.024*	0.309	3.64	1.000	0.145	0.525
Eleven	2	3.56		1.000	0.499	3.83		1.000	0.011*
Twelve	3	3.45			1.000	3.53			1.000

*Significant.

0.024, means of 3.56 and 3.31 respectively). In School B grade eleven students preferred greater participation in Social Environment decisions than grade twelve students (probability = 0.011, means of 3.83 and 3.53 respectively). Students in grade eleven tended to prefer greater participation in Social Environment decisions than either students in grade ten or twelve.

Program

On the program variable students were categorized into two groups: enrolled in a matriculation program and enrolled in a non-matriculation program. F ratios and probabilities are shown in Table 24. For Physical and Social Environment decisions the null hypothesis was not rejected. For these two types of decisions probabilities were not significant in both schools. No significant difference existed in preferred participation in Physical and Social Environment decisions between matriculation and non-matriculation students.

For Curriculum Inputs and Curriculum Processes, probabilities which satisfied the 0.05 criterion were obtained. The null hypothesis was rejected for these two types of decisions. Significant differences existed in preferred participation in Curriculum Inputs and Curriculum Processes between students enrolled in matriculation and non-matriculation programs. Inspection of the means, presented in Tables 27 and 28, showed that the larger mean occurred for the matriculation group for both Curriculum Inputs and Curriculum Processes. Students in a matriculation program preferred greater participation in Curriculum Inputs and Curriculum Processes than students in a non-matricultion program.

Table 27

Mean Preferred Participation in Curriculum Inputs Classified by Program

Program	School A Mean	School B Mean
Matriculation	2.70	2.86
Other	2.37	2.60

Table 28

Mean Preferred Participation in Curriculum Processes Classified by Program

Program	School A Mean	School B Mean
Matriculation	2.99	3.14
Other	2.70	2.90

Teacher

On the teacher variable all students taught by the same teacher were grouped together in each of the schools. Ten groups resulted in School A and eight were formed in School B. Table 24 shows the F ratios and probabilities obtained. For Curriculum Inputs, Curriculum Processes and Social Environment decisions, the evidence obtained was insufficient to reject the null hypothesis. For Curriculum Processes, significant F ratios were not obtained in both schools. For Curriculum Inputs and Social Environment decisions, F ratios were significant in both schools but the Scheffé test showed no significant differences between groups in School B (Tables 29 and 30). No significant difference existed in preferred participation in Curriculum Inputs, Curriculum Processes and Social Environment among high school students with different English teachers.

For Physical Environment decisions sufficient evidence was obtained to reject the null hypothesis. Significant F ratios were obtained in both schools (Table 24). The Scheffé test (Table 31) showed significant between groups differences in both schools. In School A the range of means was from 2.36 to 3.67 and two significant differences involving three teachers occurred. In School B the range of means was from 3.01 to 3.89 and one significant difference involving two teachers occurred. Significant differences existed in preferred participation in Physical Environment decisions among high school students with different English teachers.

Achievement

The null hypothesis regarding differences in preferred

Table 29

Scheffé Multiple Comparison of Means Probability Matrix: Preferred Participation in Curriculum Inputs Classified by Teacher

Teacher	Mean	A	B	C	D	E	F	G	H	I	J
						School A					
A	1.98	1.000	0.000*	0.219	0.006*	0.260	0.903	0.237	0.237	0.811	0.843
B	3.22		1.000	0.364	0.977	0.230	0.016*	0.744	0.744	0.035*	0.117
C	2.64			1.000	0.959	1.000	0.968	1.000	1.000	0.993	0.999
D	2.92				1.000	0.890	0.236	0.999	0.999	0.387	0.654
E	2.61					1.000	0.984	1.000	1.000	0.998	1.000
F	2.37						1.000	0.949	0.949	1.000	1.000
G	2.71							1.000	1.000	0.983	0.995
H	2.71								1.000	0.983	0.995
I	2.42									1.000	1.000
J	2.45										1.000
						School B					
A	2.53	1.000	0.957	0.999	0.614	0.337	0.570	0.865	0.972		
B	2.78		1.000	0.831	1.000	0.964	0.998	1.000	1.000		
C	2.36			1.000	0.498	0.252	0.432	0.697	0.866		
D	2.86				1.000	0.989	1.000	1.000	1.000		
E	3.07					1.000	1.000	0.996	0.984		
F	2.95						1.000	1.000	0.999		
G	2.86							1.000	1.000		
H	2.79								1.000		

*Significant.

Table 30

Scheffé Multiple Comparison of Means Probability Matrix: Preferred Participation in Social Environment Classified by Teacher

Teacher	Mean	A	B	C	D	E	F	G	H	I	J
						School A					
A	2.86	1.000	0.050*	0.039*	0.033*	0.029*	0.251	0.117	0.279	0.999	0.975
B	3.67		1.000	1.000	1.000	1.000	0.997	1.000	1.000	0.166	0.631
C	3.60			1.000	1.000	1.000	1.000	1.000	1.000	0.128	0.669
D	3.62				1.000	1.000	0.999	1.000	1.000	0.110	0.630
E	3.60					1.000	0.999	1.000	1.000	0.093*	0.627
F	3.46						1.000	1.000	1.000	0.601	0.968
G	3.60							1.000	1.000	0.339	0.817
H	3.51								1.000	0.631	0.955
I	3.06									1.000	1.000
J	3.18										1.000
						School B					
A	3.53	1.000	1.000	1.000	0.312	0.545	1.000	0.998	0.994		
B	3.46		1.000	0.999	0.265	0.437	1.000	0.986	0.972		
C	3.60			1.000	0.900	0.910	0.998	1.000	1.000		
D	3.87				1.000	1.000	0.199	0.949	0.990		
E	3.92					1.000	0.367	0.954	0.987		
F	3.44						1.000	0.973	0.953		
G	3.66							1.000	1.000		
H	3.70								1.000		

*Significant.

Table 31

Scheffé Multiple Comparison of Means Probability Matrix: Preferred Participation in Physical Environment Classified by Teacher

Teacher	Mean	A	B	C	D	E	F	G	H	I	J
					School A						
A	2.63	1.000	0.095*	0.425	0.862	0.541	0.996	0.984	0.736	1.000	1.000
B	3.67		1.000	0.993	0.828	0.966	0.367	0.758	0.989	0.047*	0.411
C	3.36			1.000	0.999	1.000	0.885	0.994	1.000	0.290	0.891
D	3.15				1.000	1.000	0.999	1.000	1.000	0.832	0.998
E	3.29					1.000	0.950	0.999	1.000	0.400	0.949
F	2.94						1.000	1.000	0.987	0.998	1.000
G	3.05							1.000	1.000	0.988	1.000
H	3.29								1.000	0.700	0.982
I	2.70									1.000	1.000
J	2.89										1.000
					School B						
A	3.49	1.000	0.998	0.880	1.000	0.850	0.528	0.892	1.000		
B	3.33		1.000	0.997	0.996	0.577	0.953	0.999	1.000		
C	3.09			1.000	0.833	0.250	1.000	1.000	0.982		
D	3.51				1.000	0.848	0.418	0.840	1.000		
E	3.89					1.000	0.055*	0.231	0.863		
F	3.01						1.000	1.000	0.889		
G	3.14							1.000	0.989		
H	3.43								1.000		

*Significant.

participation among students of different achievement levels was tested for both overall achievement and achievement in English. On each achievement variable students were classified in three achievement levels. These were: high, average and low. The findings are presented below.

Achievement--Overall. Table 24 shows the F ratios and probabilities. The null hypothesis was not rejected for Curriculum Inputs, Physical Environment decisions and Curriculum Processes. Probabilities significant at the 0.05 level were not obtained in both schools for these three types of classroom decisions. No significant difference existed in preferred participation in Curriculum Inputs, Physical Environment decisions, and Curriculum Processes among students of different overall achievement levels.

For Social Environment decisions significant probabilities were obtained. Probabilities in both schools satisfied the 0.05 criterion. Significant differences existed in preferred participation in Social Environment decisions among students of different overall achievement levels.

Scheffé probability matrices for Social Environment decisions are presented in Table 32. Only limited evidence of between groups differences was obtained. While the direction of differences was replicated, differences did not occur between the same groups in both schools. In School A students of high or average overall achievement preferred greater participation in Social Environment decisions than students of low overall achievement. In School B students of high overall achievement preferred greater participation than students of

Table 32

Scheffé Multiple Comparison of Means Probability Matrix: Preferred Participation in Social Environment Classified by Achievement--Overall

Classification	Group	School A Mean	School A Group 1	School A Group 2	School A Group 3	School B Mean	School B Group 1	School B Group 2	School B Group 3
Achievement--Overall									
high	1	3.54	1.000	0.909	0.023*	3.86	1.000	0.016*	0.184
average	2	3.50		1.000	0.039*	3.56		1.000	0.538
low	3	3.28			1.000	3.66			1.000

*Significant.

average overall achievement. Students of higher overall achievement tended to prefer greater participation in Social Environment decisions than students of lower overall achievement.

Achievement--English. F ratios and probabilities are given in Table 24. No evidence was obtained to reject the null hypothesis. Probabilities did not satisfy the 0.05 criterion in both schools for any of the four types of classroom decisions. No significant difference existed in preferred participation in classroom decision making among students of different achievement levels in English.

Socioeconomic Status

Students were classified in three levels of socioeconomic status. These were: low, medium and high. F ratios and probabilities are shown in Table 24. Insufficient evidence was obtained to reject the null hypothesis. Probabilities were not significant at the 0.05 level in both schools for any of the four types of classroom decisions. No significant difference existed in preferred participation in classroom decision making among students of different socioeconomic status.

Summary

This chapter reports findings regarding differences in preferred participation in classroom decision making among students classified by specified variables. The findings are summarized as follows:

1. No significant differences existed in preferred participation in classroom decision making among students classified on the basis of: sex, age, socioeconomic status, and achievement in English.

2. Some significant differences existed in preferred participation in classroom decision making among students classified on the basis of: school climate, program, and teacher. Specifically, it was found that (1) students in the open-climate school preferred greater participation in all four types of classroom decisions than students in the closed-climate school, (2) students enrolled in a matriculation program preferred greater participation in Curriculum Inputs and Curriculum Processes than students in a non-matriculation program, and (3) students having different teachers differed significantly in preferred participation in Physical Environment decisions.

3. Limited evidence was found of additional differences in preferred participation in Social Environment decisions among students classified on the basis of grade and overall achievement. Specifically this evidence suggested that (1) students in grade eleven tended to prefer greater participation in Social Environment decisions than either students in grade ten or twelve, and (2) students of higher overall achievement tended to prefer greater participation in Social Environment decisions than students of lower overall achievement.

Chapter 8

SUMMARY, CONCLUSIONS, IMPLICATIONS

SUMMARY

The Problem

The problems investigated in this study were to determine whether (1) high school students' preferred participation in classroom decision making was greater than their perceived participation, (2) high school students' perceived and preferred participation varied with different types of classroom decisions, (3) high school students differed in perceived participation in classroom decision making when classified on the basis of affect toward classroom and satisfaction, (4) high school students differed in perceived participation in classroom decision making when classified on the basis of selected predictor variables, and (5) high school students differed in preferred participation in classroom decision making when classified on the basis of selected predictor variables.

Related Literature and Hypotheses

Literature from the areas of member participation in organizational decision making and motivation in organizations was used to discuss participation as a means of motivating organizational members, and to illustrate the claim that participation is a means of motivation that is desirable from the point of view of both the organization and the individual member. Literature pertaining to member participation

in organizations was viewed as a model with regard to student participation in classroom decision making. From this model five research hypotheses were derived. Hypothesis 1 stated that high school students' preferred participation in classroom decision making was significantly greater than their perceived participation. Hypotheses 2 and 3 stated, respectively, that no significant difference existed in high school students' perceived and preferred participation among different types of classroom decisions. Hypotheses 4 and 5 stated that no significant difference existed in perceived participation in classroom decision making among students classified on the basis of affect toward classroom and satisfaction respectively.

Two additional hypotheses were proposed to investigate selected situational and personal variables as predictors of students' perceived and preferred participation in classroom decision making. Hypotheses 6 and 7 stated, respectively, that no significant difference existed in perceived and preferred participation among high school students classified on the basis of school climate, sex, age, grade, program, teacher, achievement and socioeconomic status.

Methodology

The instrument used in the study was Bevan's *Student Opinion Questionnaire*. The *SOQ* contained subscales which measured perceived participation, preferred participation, affect toward classroom and satisfaction. It also contained a section which obtained background information on students.

The sample consisted of 733 high school students in English classes from two high schools. The two schools represented the

extremes of the school climate dimension in the system from which the sample was drawn. The SOQ was administered to students during regular class periods; responses were coded and IBM data cards were prepared.

All research hypotheses, except those involving the school climate variable, were investigated by conducting independent but parallel analyses for both schools. Consistent results of statistical tests in both schools were required to indicate a finding.

Four statistical tests were used to test the research hypotheses. Hypothesis 1 was tested using the Wilcoxon matched-pairs signed-ranks test. Hypotheses 2 and 3 were tested using Friedman two-way analysis of variance by ranks as an overall test, and the Wilcoxon test for two by two comparisons. Hypotheses 4 through 7 were tested using one-way analysis of variance as an overall test, and the Scheffé multiple comparison of means to identify significant differences.

Findings

Hypothesis 1. High school students' preferred participation in classroom decision making was significantly greater than their perceived participation. On the average, high school students perceived that Curriculum Inputs, Physical Environment decisions, and Curriculum Processes were decided mostly by the teacher but with some help from students, and that Social Environment decisions were decided equally by teacher and students. In contrast, high school students, on the average, preferred that Curriculum Inputs and Curriculum Processes be decided equally by teacher and students, and that Physical Environment decisions and Social Environment decisions be decided mostly by

students but with some help from the teacher.

Hypotheses 2 and 3. Students perceived and preferred their participation in classroom decision making to vary with different types of classroom decisions. Students perceived and preferred greatest participation in Social Environment decisions, less in Physical Environment decisions, less still in Curriculum Processes, and least participation in Curriculum Inputs.

Hypotheses 4 and 5. Some significant differences in perceived participation in classroom decision making existed among students classified on the basis of affect toward their English classroom. Specifically, it was found that (1) students whose affect toward their English classroom was high or average perceived greater participation in Curriculum Inputs and Physical Environment decisions than students whose affect was low, and (2) students perceived greater participation in Social Environment decisions as their affect toward their English classroom increased from low to average to high.

Significant differences in perceived participation in classroom decision making among students classified on the basis of satisfaction existed only for the Satisfaction--Relations with teacher variable. With regard to this variable it was found that (1) students whose satisfaction with relations with their English teacher was average perceived greater participation in Curriculum Inputs than students whose satisfaction was low, and (2) students whose satisfaction with relations with their English teacher was high or average perceived greater participation in Social Environment decisions than students whose satisfaction was low.

Hypothesis 6. No significant differences existed in perceived participation in classroom decision making among students classified on the basis of sex, program, overall achievement, achievement in English, and socioeconomic status.

Some significant differences in perceived participation in classroom decision making existed among students classified on the basis of school climate, teacher and grade. Specifically, it was found that (1) students in the open-climate school perceived greater participation in Physical Environment decisions, Curriculum Processes, and Social Environment decisions than students in the closed-climate school, (2) students having different teachers differed significantly in perceived participation in Physical Environment decisions and Social Environment decisions, and (3) students in grades eleven and twelve perceived greater participation in Physical Environment decisions than students in grade ten.

Hypothesis 7. No significant differences existed in preferred participation in classroom decision making among students classified on the basis of sex, age, socioeconomic status, and achievement in English.

Some significant differences existed in preferred participation in classroom decision making among students classified on the basis of: school climate, program, and teacher. Specifically, it was found that (1) students in the open-climate school preferred greater participation in all four types of classroom decisions than students in the closed-climate school, (2) students enrolled in a matriculation program preferred greater participation in Curriculum Inputs and Curriculum

Processes than students in a non-matriculation program, and (3) students having different teachers differed significantly in preferred participation in Physical Environment decisions.

CONCLUSIONS

Perceived and Preferred Participation

High school students perceive themselves to have only limited influence with regard to classroom issues. Generally, they see classroom decisions as subject to teacher control. An exception occurs for Social Environment decisions for which students perceive themselves and the teacher to be equally influential. Within this general context of teacher control, students perceive variation in the relative distribution of teacher-student influence with different types of classroom decisions. They perceive Curriculum Inputs to be the area of greatest teacher control and of least student control. They perceive teacher control to decrease and student control to increase for each of Curriculum Processes, Physical Environment decisions and Social Environment decisions.

Students indicate a definite desire for increased participation in classroom decision making. This desire for increased participation applies to all four types of classroom decisions.

With regard to the degree of participation desired by high school students, the findings suggest two basic points. First, high school students want to participate in classroom decision making to a degree that would give them definite influence in the classroom. The classroom situation expressed in their preferences is not one in which teacher control is dominant. Nor is it one complete autonomy for

students. It is rather a situation of mutual influence: students are definitely influential but the teacher is influential as well. Second, students prefer the relative distribution of teacher-student influence to vary with different types of classroom decisions. In doing so they differentiate between all four types of classroom decisions. They see Curriculum Inputs as the area appropriate for greatest teacher influence, and correspondingly for least student influence. They consider it appropriate for teacher influence to decrease and student influence to increase as decisions change to Curriculum Processes, to Physical Environment decisions, and to Social Environment decisions, so that Social Environment decisions are the area they see as appropriate for greatest student influence and least teacher influence. This variation coincides with what students perceive in the actual classroom situation. Consequently, students' preferences are consistent with the distinctions among different types of decisions that are presently made in the classroom.

Perceived Participation, Affect Toward Classroom and Satisfaction

For student participation in classroom decision making, the relations between perceived participation and students' affect toward classroom and satisfaction show considerable consistency with research regarding member participation in general. Greater participation is associated with a more positive affective orientation toward the classroom, and with higher levels of satisfaction with relations with the teacher. Consequently, there are grounds to conclude that student participation has a positive effect on students' attitudes toward their classroom and their satisfaction with relations with their teacher.

However, the type of decision is to be considered as a factor in this relationship. Participation in Social Environment decisions and Curriculum Inputs appears to be the most effective. Participation in Physical Environment decisions appears to have a more limited effect. Participation in Curriculum Processes does not appear to bear any relation to either students' affect toward classroom or satisfaction with relations with their English teacher.

Perceived Participation and Classification Variables

Students' perceived participation is largely undifferentiated with regard to the sex, grade, program, achievement and socioeconomic status of the student. Evidently these are not factors on which students perceive their participation to vary in the classroom context.

Two variables having a definite association with students' perceived participation are school climate and teacher. The school climate variable produces the greatest number of differences in students' perceived participation. Students in an open-climate school perceive greater participation in three types of classroom decisions than students in a closed-climate school. Apparently, school-wide policies, through creating broad conditions and building expectations, are able to have an impact on what happens in the classroom. Different teachers, independent of the climate of the school in which they are working, produce differences in students' perceived participation in Physical and Social Environment decisions but not in Curriculum Inputs or Curriculum Processes. This points to the importance of both school-wide policies and individual teachers in affecting classroom practices.

Preferred Participation and Classification Variables

Student preferences with regard to participation in classroom decision making are largely undifferentiated with regard to the sex, age, grade, achievement or socioeconomic status of the student. Previous conclusions regarding preferred participation apparently require no qualification for high school students of different sexes, age or grade levels, achievement levels, or from families of different socioeconomic levels. Only two possible exceptions were indicated, and both were based on very limited evidence. A tendency was found for students in grade eleven to prefer greater participation in Social Environment decisions than students in grades ten or twelve, and for students of higher overall achievement to prefer greater participation in Social Environment decisions than students of lower overall achievement.

The type of program in which a student is enrolled, however, does appear to affect his preferences regarding participation in classroom decision making. Students in non-matriculation programs prefer less participation in Curriculum Inputs and Curriculum Processes than students in matriculation programs. With regard to Physical and Social Environment decisions, however, there are no differences in their preferences.

The school climate variable was found to produce the greatest number of differences in students' preferred participation. Students in the open-climate school preferred greater participation in all four types of classroom decisions than students in the closed-climate school. Apparently, the school-wide policies with regard to student

control and the somewhat greater perceived participation in Physical Environment decisions, Curriculum Processes and Social Environment decisions of the open-climate school are associated with continuing expectations on the part of students for greater participation in all aspects of classroom decision making.

IMPLICATIONS

This study has several implications for school practice.

First, the findings of the study suggest that participation in decision making can realistically be considered in relation to high school students in classrooms. Student perceptions indicate that participative techniques are being utilized to a limited extent in the present classroom context. Student preferences indicate that students would be receptive to such techniques, and it appears reasonable to expect participation to have a positive effect on students' attitudes toward the classroom and satisfaction with relations with their teacher.

Second, the findings of the study indicate something of the dimensions of the participation that would be appropriate in the classroom context. To facilitate the most receptive response from students, the participation would be directed toward promoting mutual influence for students and teacher. In so doing it would give genuine influence to students but avoid the extremes of either complete student autonomy or teacher dominance. Within this context variation in student participation would occur with different types of decisions. Student participation would be lowest with regard to Curriculum Inputs but would increase for each of Curriculum Processes, Physical

Environment decisions and Social Environment decisions. It is to be noted that this latter point involves retention of a feature from existing practice. The major change would be one of moving from basic teacher control to mutual control.

A third implication is that, to facilitate the most receptive response from students, a participative program should not be varied for students of different sexes, age or grade levels, achievement levels or socioeconomic levels within the same school. However, some variation with regard to students in matriculation and non-matriculation programs would be appropriate. Participation in Curriculum Inputs and Curriculum Processes would not be as great for non-matriculation students as for matriculation students.

Fourth, the importance of both school-wide policies and individual teacher action in affecting student participation in classroom decision making have to be recognized. This implies the need to include measures in any participative program which not only encourage participation as a school-wide policy, but develop teachers' skills in working in a mutual influence situation with students and influence their attitudes toward such a situation.

Finally, teachers and administrators need to recognize that moves toward greater student participation appear to be accompanied by continuing expectations on the part of students for increased participation. This suggests that any school that moves in the direction of participation and finds itself unable or unwilling to follow through may face considerable student pressure. Similarly, even in schools attempting to follow through such a program continuing expectations of students for increased participation may turn out to be a

problem. This study indicates that students recognize the type of decision as a factor limiting their participation. It is conceivable that they recognize other factors as well. In any event, an important dimension of any participative program would be the inclusion of measures designed to increase the awareness of all involved of the factors limiting student participation.

SUGGESTIONS FOR FURTHER RESEARCH

The limitations of the design of this study imply that replications of the study, preferably with random samples drawn from school populations with varying characteristics, are required to provide more adequate evidence in relation to the problems investigated. Further development of the Student Opinion Questionnaire could be included as an integral part of such studies.

Studies which investigated the perceptions of student participation held by teachers and significant others would also add to knowledge of the student role in the classroom and the school.

Studies which measured student participation in terms of specific methods of participation would be an invaluable complement to the generalized measure of relative teacher-student influence used in this study.

The theory and research on which this study was based suggest a number of questions to be answered with regard to student participation. Some of these questions, which could be used as the basis for further research in the area, are: (1) Is student participation associated with some of the other outcomes claimed for member participation? Does it, for example, actually reduce absenteeism and

dropouts, facilitate the implementation of classroom decisions, actually increase role performance in both quality and quantity, and obtain more behavior from students that is supportive of the school organization? (2) Do students actually want the increased responsibility and workload that is associated with increased participation in decision making? (3) Are students at a level of competence which can satisfy basic requirements for effective decision making? (4) Do students have access to the information and resources necessary for the consideration of alternatives?

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APPENDIX A

STUDENT OPINION QUESTIONNAIRE

STUDENT OPINION

QUESTIONNAIRE

The items in this questionnaire have to do with typical situations in the classroom or within the school. Please respond to each item from your personal experience.

It is important that your answers be "independent", so please do not discuss your answers with other students. Though there is no time limit, it will take about thirty minutes to complete the questionnaire.

Please be frank in your responses with the assurance that individual replies are strictly confidential.

DIRECTIONS

(a) READ each item carefully.

(b) THINK about how each item applies to you in this classroom or in this school.

(c) DECIDE which of the possible responses best describes your opinion.

(d) RESPOND to the item in accordance with the instructions at the beginning of each part.

(e) If you wish to change an answer cross it out and circle your new response.

DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE.

Please respond to EVERY item.

PART I

YOUR ENGLISH CLASS

Items 1 - 22 deal with decision-making situations that commonly arise in your English class. One way or another each decision is made:

A. Almost entirely by you

B. Mostly by you, but with the help of your English teacher

C. About equally by yourself and the teacher

D. Mostly by the teacher, but with your help

E. Almost entirely by the teacher

DIRECTIONS:

Consider carefully each situation as it applies to you in THIS CLASSROOM.

When you have decided how each decision is made CIRCLE the letter which corresponds most closely to your choice.

WHO DECIDES

1. Whether you may change to another seat A B C D E

2. When you may go to the washroom A B C D E

3. When you may go to your locker A B C D E

4. When you need to go to the library A B C D E

5. When you may speak in class A B C D E

6. What texts are used in your English class A B C D E

WHO DECIDES

7. How much class time you spend on a particular topic or text A B C D E

8. Which records, tapes, films, and filmstrips are used in class A B C D E

9. Which topics or selections are studied from your present English text A B C D E

10. What type of learning activity you will engage in next in this class A B C D E

11. What kinds of learning activities are appropriate for you A B C D E

PART 1--continued

A. Almost entirely by you

B. Mostly by you, but with the help of your teacher

C. About equally by yourself and the teacher

D. Mostly by the teacher, but with your help

E. Almost entirely by the teacher

WHO DECIDES

12. Whether, and under what conditions, you work by yourself A B C D E

13. Whether you may ask for, or receive, help from another student A B C D E

14. What topics are discussed in class A B C D E

15. With whom you work on group projects A B C D E

16. Whose opinion prevails when there is a difference of opinion during class discussion A B C D E

17. Whether you should come back after class for extra help A B C D E

WHO DECIDES

18. What topic you will report on orally to the class A B C D E

19. How much homework is assigned A B C D E

20. What essay topics you write on A B C D E

21. What conclusions are drawn from classroom discussions A B C D E

22. When assignments or reports are to be ready A B C D E

PART II PERSONAL INFORMATION

DIRECTIONS:

CIRCLE the letter of the response which applies to you. DO NOT UNDERLINE.

23. State your sex.

A. Boy

B. Girl

24. In which school grade are you?

A. Ten

B. Eleven

C. Twelve

25. What is your age as of last birthday?

A. 14 or under

B. 15

C. 16

D. 17

E. 18

F. 19

G. 20 or over

26. In which of the following high school programs are you now registered?

A. Business education

B. Business--Matriculation

C. Technical

D. Technical--Matriculation

E. Matriculation

F. General

G. Combined

H. Trades and Services

27. How long have you attended this school?

A. Less than five months

B. Five months to one year

C. One to 1 1/2 years

D. 1 1/2 to 2 years

E. 2 to 2 1/2 years

F. 2 1/2 to 3 years

G. more than 3 years

PART II--continued

28. What was your average percentage mark for all subjects on your last report in this school?

A. 90% or over
B. 80 - 89%
C. 70 - 79%
D. 60 - 69%
E. 50 - 59%
F. 40 - 49%
G. 39% or lower

29. What was your percentage mark in English on the last report in this school?

A. 90% or over
B. 80 - 89%
C. 70 - 79%
D. 60 - 69%
E. 50 - 59%
F. 40 - 49%
G. 39% or lower

30. If you had done your best in English during the last reporting period, what percentage mark would you have made?

A. About the same
B. 1 - 5% higher
C. 6 - 10% higher
D. 11 - 15% higher
E. 16 - 20% higher
F. 21 - 25% higher
G. 26% or more above present report mark

31. How many English classes have you missed, more or less deliberately, since the beginning of the present school year? Exclude illnesses.

A. none

B. 1 - 2 classes

C. 3 - 5 classes

D. 6 - 9 classes

E. 10 classes or more

PART II--continued

32. Which of the following statements best describes your future plans?

A. Leave school before graduation
B. Graduate and then find work
C. Go into technical-vocational training after high school
D. Enter University after high school
E. Attend Junior College after high school
F. Other

33. What is your father's present occupation?

34. What is your mother's present occupation? (if working outside your home)

35. What is the highest level of your father's education?

A. Elementary
B. Junior High
C. Some High School
D. High School Graduate or equivalent
E. Some University training or equivalent
F. University Graduate

36. What is the highest level of your mother's education?

A. Elementary
B. Junior High School
C. Some High School
D. High School Graduate or equivalent
E. Some University training or equivalent
F. University Graduate

37. What is the number of the English course in which this questionnaire is now being administered?

A. 10
B. 13
C. 20
D. Language 21
E. 22
F. Literature 21
G. 23
H. 30
I. 33

PART III ATTITUDES TOWARD MY ENGLISH CLASS

The purpose of this instrument is to measure the attitude of various students toward your English class by having them judge this concept against a series of descriptive scales. In taking this test, please make your judgements on the basis of what this concept means to you.

DIRECTIONS: Here is how to use these scales:

1. If you feel that this concept is very closely related to one end of the scale, you should place your check-mark as follows:

hard__x__:_____:_____:_____:_____:_____:_____soft

or

hard_____:_____:_____:_____:_____:_____:__x__soft

2. If you feel that this concept is quite closely related to one side as opposed to the other (but not extremely), you should place your check-mark as follows:

rough_____:__x__:_____:_____:_____:_____:_____smooth

or

rough_____:_____:_____:_____:_____:__x__:_____smooth

3. If this concept seems only slightly related to one side as compared to the other (but not really neutral), then you should check as follows:

broad_____:_____:__x__:_____:_____:_____:_____narrow

or

broad_____:_____:_____:_____:__x__:_____:_____narrow

The direction toward which you check, of course, depends upon which of the two ends of the scale seems most characteristic of the concept you are judging.

4. If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, or unrelated to the concept, then you should place your check-mark in the middle space.

safe_____:_____:_____:__x__:_____:_____:_____dangerous

IMPORTANT: (1) Place your check-marks in the middle of the spaces, not on the boundaries:

THIS NOT THIS

_____:_____:_____:_____:__x__:_____x_____

(2) Be sure to check every scale. DO not omit any.

(3) Never put more than one check-mark on a single scale.

PART III--continued

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item an independent and separate judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impression, the immediate "feelings" about the item that is wanted. On the other hand, please do not be careless because your true impressions are wanted.

MY ENGLISH CLASS

38. friendly _____:_____:_____:_____:_____:_____:_____ unfriendly
39. warm _____:_____:_____:_____:_____:_____:_____ cold
40. unhealthy _____:_____:_____:_____:_____:_____:_____ healthy
41. positive _____:_____:_____:_____:_____:_____:_____ negative
42. favorable _____:_____:_____:_____:_____:_____:_____ unfavorable
43. free _____:_____:_____:_____:_____:_____:_____ restricted
44. inefficient _____:_____:_____:_____:_____:_____:_____ efficient
45. sweet _____:_____:_____:_____:_____:_____:_____ sour
46. tense _____:_____:_____:_____:_____:_____:_____ relaxed
47. wise _____:_____:_____:_____:_____:_____:_____ foolish
48. clear _____:_____:_____:_____:_____:_____:_____ confusing
49. trustful _____:_____:_____:_____:_____:_____:_____ distrustful
50. good _____:_____:_____:_____:_____:_____:_____ bad
51. dishonest _____:_____:_____:_____:_____:_____:_____ honest
52. passive _____:_____:_____:_____:_____:_____:_____ active
53. fair _____:_____:_____:_____:_____:_____:_____ unfair
54. weak _____:_____:_____:_____:_____:_____:_____ strong
55. fast _____:_____:_____:_____:_____:_____:_____ slow
56. unpleasant _____:_____:_____:_____:_____:_____:_____ pleasant
57. valuable _____:_____:_____:_____:_____:_____:_____ worthless

PART IV

SATISFACTION

DIRECTIONS:

Rate your degree of satisfaction as a student in each of the following areas, using this scale. CIRCLE the letter which best describes your feelings.

A. Highly satisfied

B. Quite satisfied

C. Slightly satisfied

D. Slightly dissatisfied

E. Quite dissatisfied

F. Highly dissatisfied

58. Relations with other students in your English class A B C D E F

59. Relations with your English teacher A B C D E F

60. Relations with the principal and other administrators A B C D E F

61. Relations with other students in this school A B C D E F

62. Relations with counsellor(s) A B C D E F

63. Relations with other teachers in this school A B C D E F

64. Your progress in this English class (the mark you have achieved) A B C D E F

65. The quality of the work you have produced in this English class A B C D E F

PART V YOUR ENGLISH CLASS

In this section each item has two parts: WHO SHOULD DECIDE: and HOW IMPORTANT THE DECISION IS TO YOU.

Items 66 - 87 have to do with situations which arise in your English class.

(a) IN YOUR OPINION, by whom SHOULD the following decisions be made? DO NOT LOOK BACK AT YOUR PREVIOUS ANSWERS.

CIRCLE the letter of the answer which best describes your opinion.

A. Almost entirely by you
B. Mostly by you, but with the help of your English teacher
C. About equally by yourself and the teacher
D. Mostly by the teacher, but with your help
E. Almost entirely by the teacher

(b) HOW IMPORTANT IS IT TO YOU, personally, to have the decision made as you have just indicated?

A. Highly important
B. Quite important
C. Moderately important
D. Slightly important
E. Not important

WHO SHOULD DECIDE

66. Whether you may change to another seat A B C D E
How important A B C D E

67. When you may go to the washroom A B C D E
How important A B C D E

68. When you may go to your locker A B C D E
How important A B C D E

69. When you need to go to the library A B C D E
How important A B C D E

70. When you may speak in class A B C D E
How important A B C D E

71. What texts are used in your English class A B C D E
How important A B C D E

PART V--continued

WHO SHOULD DECIDE

A. Almost entirely by you

B. Mostly by you, but with the help of your English teacher

C. About equally by yourself and the teacher

D. Mostly by the teacher, but with your help

E. Almost entirely by the teacher

HOW IMPORTANT IS IT TO YOU

A. Highly important

B. Quite important

C. Moderately important

D. Slightly important

E. Not important

WHO SHOULD DECIDE

72. How much class time you spend on a particular topic or text	A B C D E
How important	A B C D E
73. Which records, tapes, films, and filmstrips are used in class	A B C D E
How important	A B C D E
74. Which topics or selections are studied from your present English text	A B C D E
How important	A B C D E
75. What type of learning activity you will engage in next in this class	A B C D E
How important	A B C D E
76. What kinds of learning activities are appropriate for you	A B C D E
How important	A B C D E
77. Whether, and under what conditions, you work by yourself	A B C D E
How important	A B C D E

WHO SHOULD DECIDE

78. Whether you may ask for, or receive, help from another student	A B C D E
How important	A B C D E
79. What topics are discussed in class	A B C D E
How important	A B C D E
80. With whom you work on group projects	A B C D E
How important	A B C D E

PART V--continued

WHO SHOULD DECIDE

A. Almost entirely by you

B. Mostly by you but with the help of your English teacher

C. About equally by yourself and the teacher

D. Mostly by the teacher, but with your help

E. Almost entirely by the teacher

HOW IMPORTANT IS IT TO YOU

A. Highly important

B. Quite important

C. Moderately important

D. Slightly important

E. Not important

WHO SHOULD DECIDE

81. Whose opinion prevails when there is a difference of opinion during class discussion	A B C D E
How important	A B C D E
82. Whether you should come back after class for extra help	A B C D E
How important	A B C D E
83. What topic you will report on orally to the class	A B C D E
How important	A B C D E
84. How much homework is assigned	A B C D E
How important	A B C D E
85. What essay topics you write on	A B C D E
How important	A B C D E
86. What conclusions are drawn from class discussions	A B C D E
How important	A B C D E
87. When assignments or reports are to be ready	A B C D E
How important	A B C D E

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